REPORT

ON THE

EXISTING SCHOOLS FOR EUROPEANS AND EURASIANS THROUGHOUT INDIA.

BY

A. J. LAWRENCE, B. C. S.

CALCUTTA:
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HISTORY OF INDIVIDUAL SCHOOLS.

PROCEEDINGS OF THE GOVERNMENT OF INDIA, HOME DEPARTMENT, DATED 6TH NOVR. 1871.

[illegible] IN REPLY, DATED ETAWAH, 21st MARCH 1873.

Report on European and Eurasian schools throughout India.

Section.

I.—European schools up to 1860.
II.—Bishop Cotton and Lord Canning's action.

Section.

III.—Present condition of the schools.

PARA.		PAGE
(1.)	DIFFERENT SYSTEMS OF GOVERNMENT AID ...	5
(2.)	EDUCATIONAL CENSUS RETURNS	8
(3.)	DISTRIBUTION OF STATE AID	9
(4.)	WANT OF GOVERNMENT INSPECTION ...	9
(5.)	THE LOCAL GOVERNING BODIES	10
(6.)	HIGH RATES OF BOARDING AND EDUCATIONAL EXPENDITURE	11
(7.)	RATES GENERALLY HIGHEST IN CHARITABLE SCHOOLS	13
(8.)	THE COURSE OF STUDIES	13
(9.)	THE MASTERS AND MISTRESSES	14
(10.)	THE RESULTS ATTAINED	15
(11.)	WANT OF CORRESPONDENCE BETWEEN THE SCHOOLS	18
(12.)	DAY SCHOOLS FOR THE POORER CLASSES ...	18
(13.)	DAY SCHOLARS AT THE HIGHER CLASS SCHOOLS	19
(14.)	THE SCALE OF FEES	19
(15.)	THE HOLIDAYS	20
(16.)	THE EXAMINATIONS...	21

IV.—Proposals for combining and recognising the schools under Government supervision.

(1.)	SEPARATE GRANTS TO DENOMINATIONAL SCHOOLS UNNECESSARY	21
(2.)	PROPOSAL FOR A CENTRAL BOARD ...	22
(3.)	SCHOOLS TO BE GRADED	22
(4.)	FURTHER DUTIES OF THE BOARD ...	24
(5.)	ALTERATIONS SUGGESTED IN THE GRANT-IN-AID RULES	24
(6.)	FOR HIGHER SCHOOLS, PAYMENT BY RESULTS RECOMMENDED	25
(7.)	FOR LOWER SCHOOLS, EQUIVALENT GRANTS PROPOSED	26
(8.)	MISCELLANEOUS PROPOSALS	27
(9.)	STANDARDS OF EDUCATION	30
(10.)	INDUSTRIAL EDUCATION	32
(11.)	HOLIDAYS	32

V.—Summary of proposals.

THE CALCUTTA MARTINIERES.

1.	GENERAL MARTIN'S WILL	1
2.	SUMMARY OF BEQUESTS	8
3.	EDUCATIONAL BEQUESTS IN INDIA ...	8
4.	THE ESTABLISHMENT OF THE CALCUTTA MARTINIERE	8
5.	FINANCE	10
6.	GOVERNMENT	13
7.	ADMINISTRATION	14
8.	RESULTS	17
9.	CLASS OF CHILDREN	17
10.	EDUCATION	19
11.	INSTITUTIONS	22

THE LUCKNOW MARTINIERES.

12.	THE APPOINTMENT OF TRUSTEES FOR THE LUCKNOW MARTIN CHARITIES ...	23
13.	THE SCHEME PREPARED BY THE TRUSTEES	23
14.	THE MARTINIERE AT LUCKNOW IS OPENED	25
15.	UNSUCCESSFUL ATTEMPTS TO ATTRACT NATIVE BOARDERS	25
16.	ORIENTAL DEPARTMENT NOW A SEPARATE NATIVE SCHOOL	25
17.	NUMERICAL RETURNS UP TO 1857 ...	25
18.	THE SIEGE OF LUCKNOW	25
19.	THE SCHOOL LOCATED AT BENARES, 1858...	25
20.	NUMERICAL RETURNS FROM 1859 ...	26
21.	GENERAL MARTIN'S BEQUEST	26
22.	THE MARTIN CHARITIES	27
23.	THE YEARLY ENDOWMENT, 1845 ...	27
24.	THE EXPENDITURE IN 1856	27
25.	INCOMPLETE RECORDS	27
26.	THE ACCOUNTS OF 1871-72	28
27.	PAYMENTS BY, AND EXPENDITURE ON, BOARDERS	29
28.	THE COMMITTEE'S PROPOSALS FOR ENLARGED ACCOMMODATION, 1868	29
29.	A FINANCIAL SUB-COMMITTEE APPOINTED, 1869	29
30.	THE ESTIMATED YEARLY EXPENDITURE ...	30
31.	THE YEARLY INCOME	30
32.	THE GENERAL BALANCE SHEET ...	30
33.	THE PRESENT STATE OF THE TRUST FUNDS	31
34.	THE YEARLY DEBITS DO NOT NOW EQUAL THE YEARLY INTEREST	31
35.	PENSIONS TO MASTERS	32
36.	THE GOVERNING BODY OF THE PRESENT DAY	32
37.	THE TRUSTEE	33
38.	THE PRINCIPAL AND SECRETARY ...	33
39.	THE STATE OF THE COLLEGE IN 1869 ...	33
40.	THE PRESENT STAFF	33
41.	CAPITATION FEES	35
42.	THE JUNIOR MASTERS THE WEAK POINT ...	35
43.	SUPERVISION OF NATIVE SCHOOL NOMINAL	35
44.	DOMESTIC ARRANGEMENTS	35
45.	THE OFFICE ESTABLISHMENT	36
46.	SUPERINTENDENT OF THE ESTATE ...	36
47.	DISTRIBUTION OF THE CHARITY ...	37
48.	THE COLLEGE A PROTESTANT INSTITUTION	37
49.	THE CLASS OF CHILDREN	37
50.	THE EDUCATION TO BE AFFORDED ...	37
51.	ENGLISH AND NATIVE BOYS SEPARATED ...	38
52.	THE CLASS OF PUPILS ANTE AND POST 1857	38
53.	THE PRINCIPAL'S (1857) IDEAS OF DESIRABLE WARDS...	38
54.	SIMILAR NOTIONS NOW INFLUENCE ELECTION	38
55.	PRINCIPAL NATURALLY OBJECTS TO BACKWARD BOYS	38
56.	SOLDIERS' CHILDREN CONSIDERED DESIRABLE APPLICANTS	39
57.	NO GENERAL KNOWLEDGE OF THE MARTINIERE	39
58.	THE NUMBERS NOW RECEIVED AND CLASSES CONTEMPLATED	39
59.	THE PROSPECTUS OF 1872	40

Para.		Page.
60.	Boarder-foundationers	40
61.	The boarders are supposed to defray their own expenses	40
62.	The position ex-boys hold ...	41
63.	The returns of the last three years	41
64.	Parentage of the boys	42
65.	Parentage, &c., of boys in 1854 ...	42
66.	Constantia House	42
67.	Sanction refused to further buildings	43
68.	Various improvements made by the Committee	43
69.	The Building Committee's Report, 1870	43
70.	Measurements, &c., of dormitories ...	44
71.	Additional accommodation not necessary	44
72.	Medical returns	45
73.	General Martin's provision for educational establishment ...	46
74.	Dr. Mouat's opinion of the instruction afforded	46
75.	The Trustees' views	46
76.	Between 1853 and 1872	47
77.	The system to be pursued ...	47
78.	Educational officers' views ...	48
79.	The appointment of a Sub-committee	52
80.	But little practical result ...	53
81.	No curriculum drawn out ...	54
82.	Text books	54
83.	Promotions	54
84.	The education afforded; its results	54
85.	Remarks on the examination of 1871	55
86.	The result of the examination of 1871	55
87.	The formation of the classes; the curriculum	57
88.	The scholarships	62
89.	The library	63
90.	Games...	63
91.	The volunteer company	63
92.	Holidays	63
93.	Saturday holiday	63
94.	Laxity about uniform	63
95.	Pocket money	64
96.	The school goes into camp ...	64
97.	Female Martiniere	64

ST. PAUL'S SCHOOL, DARJEELING.

98.	Early history	70
99.	Finance	70
100.	Government	71
101.	Administration	71
102.	Results	72
103.	Accommodation	72
104.	Education	72

DOVETON COLLEGE.

105.	Early history	73
106.	Finance	74
107.	Government	76
108.	Administration	76
109.	Results	76

Para.		Page.
110.	Accommodation	77
111.	Sanitary	77
112.	Education	77
113.	Institution	80

DOVETON YOUNG LADIES' INSTITUTION.

114.	Early history	80
115.	Finance	81
116.	Administration	81
117.	Education	82

ROMAN CATHOLIC INSTITUTIONS.

118.	Roman Catholic institution ...	82

CALCUTTA BOYS' SCHOOL.

119.	Early history	83
120.	Administration	83
121.	Education	84

CALCUTTA GIRLS' SCHOOL.

122.	Calcutta Girls' School	84

EUROPEAN FEMALE ORPHAN ASYLUM.

123.	European Female Orphan Asylum ...	86

CALCUTTA FREE SCHOOL.

124.	Early history	87
125.	Finance	89
126.	Government	92
127.	Administration	92
128.	Results	93
129.	Accommodation	94
130.	Sanitary	94
131.	Education	94

THE BENEVOLENT INSTITUTION.

132.	Benevolent Institution	95

ST. THOMAS' SCHOOL, BOYS AND GIRLS, HOWRAH.

133.	St. Thomas' School, boys and girls ...	95

ST. STEPHEN'S SCHOOL, BOYS AND GIRLS.

134.	St. Stephen's School, boys and girls ...	95

OTHER SCHOOLS.

135.	Other schools	95

NORTH-WESTERN PROVINCES.

MUSSOORIE SCHOOL.

136.	Early history	100
137.	Finance	100
138.	Government	100
139.	Administration	100
140.	Results	101
141.	Accommodation	102
142.	Sanitary	102
143.	Educational	102
144.	Institution	103

CAINEVILLE HOUSE.

145.	Early history	103
146.	Finance	103
147.	Government	104
148.	Administration	104
149.	Results	104
150.	Accommodation	104
151.	Educational	105

ST. GEORGE'S COLLEGE.

152.	St. George's college	105

WOODSTOCK GIRLS' SCHOOL.

153.	Woodstock Girls' School	107

THE CONVENT.

154.	The Convent	108

NYNEE TAL DIOCESAN SCHOOLS FOR BOYS AND GIRLS.

155.	Nynee Tal Diocesan School for Boys and Girls	108

ROMAN CATHOLIC INSTITUTIONS, AGRA.

156.	Roman Catholic institutions, Agra ...	109

CANNING PROTESTANT GIRLS' SCHOOL.

157.	Canning Protestant Girls' School ...	110

ALLAHABAD HIGH SCHOOL, BOYS.

158.	Allahabad High School, Boys ...	110

ALLAHABAD HIGH SCHOOL, GIRLS.

PARA. PAGE.

159. ALLAHABAD HIGH SCHOOL, GIRLS ... 112

THE ACADEMY, BENARES.

160. THE ACADEMY, BENARES 113

ROMAN CATHOLIC INSTITUTION AT ALLAHABAD.

161. ROMAN CATHOLIC INSTITUTION AT ALLAHABAD 113

FORT SCHOOL.

162. FORT SCHOOL 113

RAILWAY STATION SCHOOL.

PARA. PAGE.

163. RAILWAY STATION SCHOOL 114

CITY MISSION SCHOOL.

164. CITY MISSION SCHOOL 114

ORDNANCE DEPARTMENT SCHOOL.

165. ORDNANCE DEPARTMENT SCHOOL ... 114

DAY SCHOOL.

166. DAY SCHOOL, GHAZEEABAD 114

ST. FIDELIS' ORPHANAGE.

167. ST. FIDELIS' ORPHANAGE 114

PUNJAB.

BISHOP COTTON'S SCHOOL.

168. EARLY HISTORY 118
169 FINANCE 118
170. GOVERNMENT 118
171. ADMINISTRATION 119
172. RESULTS 119
173. THE REGISTER OF ADMISSION 120
174. THE EXHIBITIONS... 121
175. DAY BOARDERS 122
176. ACCOMMODATION 123
177. SANITARY 123
178. EDUCATION 124
179. PERCENTAGE MARKS OBTAINED ... 126
180. THE CURRICULUM 126
181. INSTITUTIONS 127

PUNJAB GIRLS' SCHOOL.

182. EARLY HISTORY 127
183. FINANCE 128
184. GOVERNMENT 128
185. ADMINISTRATION 128
186. RESULTS 128
187. ACCOMMODATION 129
188. SANITARY 129
189. EDUCATIONAL 129

SIMLA CONVENT.

190. SIMLA CONVENT 129

LAHORE HIGH SCHOOL, BOYS.

191. EARLY HISTORY 130
192. FINANCE 130
193. GOVERNMENT 131
194. ADMINISTRATION 131
195. RESULTS 132
196. EDUCATIONAL 132

LAHORE HIGH SCHOOL, GIRLS.

197. LAHORE HIGH SCHOOL, GIRLS ... 132

THE MURREE-CUM-PINDEE SCHOOL.

198. THE MURREE-CUM-PINDEE SCHOOL ... 132

ANARKALI GIRLS' SCHOOL.

199. ANARKALI GIRLS' SCHOOL 133

LAHORE CHRISTIAN GIRLS' SCHOOL.

200. LAHORE CHRISTIAN GIRLS' SCHOOL ... 133
201. LOWER SCHOOL 135
202. THE MAYO INDUSTRIAL SCHOOL ... 135

CENTRAL PROVINCES.

203. CENTRAL PROVINCES' INSTITUTIONS ... 138

BRITISH BURMAH.

204. BRITISH BURMAH SCHOOLS 140

EUROPEAN AND EURASIAN SCHOOLS IN MYSORE.

205. BISHOP COTTON'S GRAMMAR SCHOOL AND COLLEGE 144
206. ST. ANDREW'S SCHOOL 147
207. CANTONMENT ORPHANAGE 149
208. ST. JOHN'S DISTRICT SCHOOL ... 150

HYDERABAD INSTITUTIONS.

209. HYDERABAD INSTITUTIONS 154

MADRAS.

THE DOVETON PROTESTANT COLLEGE.

210. EARLY HISTORY 160
211. FINANCE 161
212. GOVERNMENT 161
213. ADMINISTRATION 162
214. EDUCATION 162
215. INSTITUTIONS 165

BISHOP CORRIE'S GRAMMAR SCHOOL.

216. EARLY HISTORY 165
217. FINANCE 165
218. GOVERNMENT 166
219. RESULTS 166
220. EDUCATION 166
221. INSTITUTION 167
222. NUMBERS 167

ROMAN CATHOLIC SCHOOLS.

223. ROMAN CATHOLIC SCHOOLS 168

CIVIL ORPHAN ASYLUM.

224. EARLY HISTORY 169
225. FINANCE 170
226. ADMINISTRATION AND GOVERNMENT ... 170
227. EDUCATION 171

THE GORDON REFUGE.

228. EARLY HISTORY 174
229. FINANCE 174
230. EDUCATION 176

PROTESTANT ORPHANAGE, BELLARY.

231. EARLY HISTORY 176
232. ACCOMMODATION 176
233. EDUCATION 177
234. THE CLASS OF CHILDREN 177

ROMAN CATHOLIC ASYLUM, BELLARY.

235. EARLY HISTORY 177
236. EDUCATION 178

PROTESTANT ORPHANAGE, VIZIGAPATAM.

237. INSPECTOR'S REPORT 178

MADRAS DAY SCHOOLS.

238. MADRAS DAY SCHOOLS 180

THE BOMBAY INSTITUTIONS.

THE DIOCESAN HIGH SCHOOL.

Para.		Page.
239.	Early history	186
240.	Finance	187
241.	Government and administration ...	187

SCOTTISH EDUCATION SOCIETY SCHOOLS.

242.	Early history	187
243.	Finance	189
244.	Government and administration ...	190

THE ROMAN CATHOLIC INSTITUTIONS.

245.	Roman Catholic institutions ...	190

THE BISHOP HIGH SCHOOLS, POONAH.

246.	High schools	192

THE EDUCATIONAL SOCIETY'S SCHOOL, BYCULLA.

Para.		Page.
247.	Early history	195
248.	Finance	195
249.	Accommodation	198
250.	Sanitary	198
251.	Education	198
252.	Industrial employment	199
253.	Institutions	199
254.	Apprentices' Home	200
255.	Results	200

SCOTTISH ORPHANAGE, MAHIM, BOMBAY.

256.	The Scottish Orphanage ...	201

INDO-BRITISH INSTITUTION.

257.	The Indo-British Institution ...	201

RECOMMENDATIONS FOR INDIVIDUAL SCHOOLS.

258.	The Calcutta Martinieres ...	205
259.	The Lucknow Martineres	208

BENGAL.

260.	St. Paul's School, Darjeeling ...	214
261.	The Doveton College, Calcutta ...	214
262.	The Roman Catholic institutions ...	214
263.	Calcutta Boys' School	215
264.	Calcutta Girls' School	215
265.	European Female Orphan Asylum ...	215
266.	The Free School	216

NORTH-WESTERN PROVINCES.

267.	The Mussoorie School	216
268.	Caineville House	217
269.	The Roman Catholic institutions ...	217
270.	Other North-Western schools ...	218

THE PUNJAB.

271.	Bishop Cotton's School	219
272.	Punjab Girls' School	219
273.	Lahore High School	220
274.	Pindee-cum-Murree School ...	220
275.	Mysore schools	220
276.	The Madras schools	221
277.	The Bombay schools	222

No. 438.

Extract from the Proceedings of the Government of India in the Home Department (Education),—under date Simla, the 6th November 1871.

RESOLUTION.

As Mr. A. J. Lawrence, of the Bengal Civil Service, now employed in the Commission appointed to enquire into the constitution and present state of the several Lawrence Asylums in India, is about to visit all these institutions for the purposes of the Commission, the Governor General in Council is of opinion that Mr. Lawrence may also be conveniently deputed to extend his enquiries to all the existing schools for Europeans, whether founded under Lord Canning's Minute of 1861 or whether, like the Martiniére College at Lucknow, otherwise connected with the Government. Mr. Lawrence's primary object in connection with the enquiry, will be to ascertain and report upon the details of the management, cost, and education afforded at such schools as compared with the similar details at the several Lawrence Asylums. His Excellency in Council accordingly desires that the Local Governments and Administrations will afford every facility to Mr. Lawrence in furtherance of this object.

ORDER.—Ordered, that a copy of the above Resolution be forwarded to the several Local Governments and Administrations for information.

Ordered also, that a copy of the Resolution be forwarded to the Military Department for information.

And further, that a copy be forwarded to Mr. A. J. Lawrence for information and guidance.

(True Extract.)

A. P. HOWELL,

Under Secretary to the Govt. of India.

FROM

A. J. LAWRENCE, ESQ.,

Bengal Civil Service,

To

THE SECY. TO THE GOVT. OF INDIA, HOME DEPT.,

Dated Etawah, the 31st March 1873.

SIR,

I have the honor to submit a report on the European and Eurasian Schools in India as directed in your No. 438 of 6th November 1871. The letter reached me at Murree, after I had started on deputation as a member of the Lawrence Military Asylum Commission. This circumstance precluded me from regular communications with the various authorities, and the information I have obtained has been gathered in the hurry of constant change from place to place. It is therefore neither so complete, nor are the figures so carefully collated as could be desired. The subject is a large one, and needs deliberate consideration. For this is the first time that any attempt has been made to bring under one view schools so variously constituted and administered by separate bodies having among themselves hardly any common point of union. In the investigations which I have made I have been much assisted by the Government Educational Officers and the Committees of the several schools and their Secretaries, and I take this opportunity of recording my grateful acknowledgements of the readiness and courtesy with which they have met my enquiries for information.

2. In explaining and commenting on the working of each of these institutions and sketching a system for the future, I must be understood as offering merely outlines and experimental suggestions. I am fully alive to the extreme importance of a question involving the training and education of so large a portion of the English naturalised in this country, and I foresee that its discussion will give rise to considerable feeling and adverse criticism on the part of those specially interested. I cannot therefore suppose that my proposals will command universal accord. But it will be sufficient if my enquiries form a basis for action.

3. You will probably think fit to submit the question of the future disposal of the Martiniéres to the Governors in Calcutta, and to the Visitor at Lucknow. It is possible that the Acting Governors and Committee subordinate to these high officials may consider me rash in proposing for reconsideration points laid down by decrees of the Supreme Court. I can only urge that the Court in 1835 made the best arrangement that was then possible, that it distinctly looked forward to a re-consideration or a re-adjustment of its arrangements, and that there cannot be a doubt that had the Educational Department of the present day then existed, that these schools would have been placed under its supervision. Again, that some of the Bishop Cotton's Schools are at present independent of the Department seems to have been an accident. Such a severance was never contemplated by Bishop Cotton or Lord Canning, and it seems to have resulted from the fact that these schools owe their origin and present position to the strong personal efforts of the late Archdeacon Pratt.

4. Indeed as to this class of schools I profess to recommend nothing new, but only to bring forward the portions of the orginal programme which circumstances have caused to be over-looked. For instance schools of different stand-

ards were clearly a part of Bishop Cotton's great scheme. It is equally evident that he and the Viceroy thought they had secured for these much required schools a Government grant dependent only on the amount private sources should contribute.

5. But it soon transpired that these schools benefited the higher classes without reaching the lower, and as no Government could be expected to aid comparatively well-to-do people in maintaining their children, the grant-in-aid was limited to educational expenses only. In the Madras Presidency, however, the limit was not imposed on the lower class schools, but that Government stipulated that if grants equal to the yearly income were sanctioned, the education should be partly industrial. This course, as it seems to me, tends in the right direction, and if adopted elsewhere would help to provide for the waifs and strays of the civil population, without forcing an education on them beyond their station and habits. For the higher class schools, on the other hand, I advocate the payment by result system. This would introduce examination by professional persons, and would aid as an incentive to exertion both for teachers and pupils, and would, I have reason to believe, be generally popular.

6. The classification and grading of schools will no doubt excite hostility, but rather, I venture to think, for sentimental reasons and from a dread of lowering the tone and character of some of the institutions concerned than on more substantial grounds. For, from a larger and more practical view, it seems difficult to deny that charitable foundations are best and most generously administered when they are regulated from time to time, so as to meet the wants of the day and the requirements of the classes for whom they were originally designed.

I have the honor to be,

SIR,

Your most obedient Servant,

A. J. LAWRENCE,

Magistrate and Collector.

REPORT

ON THE

EXISTING SCHOOLS FOR EUROPEAN AND EURASIAN CHILDREN THROUGHOUT INDIA.

REPORT ON THE EXISTING SCHOOLS FOR EUROPEAN AND EURASIAN CHILDREN THROUGHOUT INDIA.

I.—European schools up to 1860.

From the times of our earliest connection with India, the Government has lent substantial assistance to all schools designed for the amelioration of the condition of our poorer countrymen. At first, day schools were established in connection with the settlement churches; these grew into, or were followed by, institutions where orphans and indigent children of the civil population were boarded, clothed, and taught. The chief of these were the free schools in Calcutta and the Educational Society's schools in Bombay, while in Madras the civil orphanages provided for those who were ineligible for the benefits of the Military Male and Female Asylums.

In the course of years more ambitious institutions were founded in Calcutta, Madras, and at Lucknow, while on the western coast the schools at Byculla, Bombay, long continued without rivals.

To all these institutions, excepting only the Martiniéres at Calcutta and Lucknow, and the Doveton College at the former place, the State gave efficient aid.

This was done on no fixed principle, but as applications were made, and according to the merits of each case.

II.—Bishop Cotton and Lord Canning's action.

2. But it seemed to Bishop Cotton, coming out fresh with a scholastic experience from England, that the Government of this country had not done its part for the education of its poorer European and Eurasian subjects. And he, therefore, propounded those schemes with which his name will ever be most honorably connected.

"The first great practicable step," I quote from the first report of the Calcutta Diocesan Board of Education, "towards the removal of the great educational destitution which prevailed throughout these parts of India may be dated from the 28th July 1859, the day appointed for a general thanksgiving for the suppression of the mutinies. On that day, in consequence of a pastoral letter from the Bishop, a collection was made in most of the churches of the diocese for the foundation of a public school at some station in the Himalayas, as a thank-offering to God and permanent memorial of the great deliverance then commemorated".

The Bishop received "a great number of important testimonies to the urgency of the need," and these he embodied in the statement dated Simla, July 1860. Bishop Cotton then wrote—

"Whatever may be our hopes of benefiting the natives of India by direct missionary efforts, by education, by good government, and by contact with European thought, it is quite certain that the conduct and character of the Christians settled among them must have the most direct influence on their estimate of Christianity and western civilization. If a generation calling itself Christian, and descended wholly or partly from European parents, grow up in ignorance and evil habits, the effect on the heathen and Mahomedan population will be most disastrous. But besides this obvious evil, it is nothing less than a national sin to neglect a class who are our fellow Christians and fellow subjects, whose presence in India is due entirely to our occupation of the country, but who, unless real efforts are made for their good, are in great moral and spiritual danger.

"The class to which I refer consists of a large number of persons of European or mixed descent, some employed by Government in the uncovenanted service, others seeking a livelihood from some of the sources of profit which are now opening in the country, for whose children there are no adequate means of education; when these children are of wholly European origin, they could not be properly reared in the plains, even though efficient schools existed there; when they are Eurasians, they would at least be much benefited in many ways by removal to the hills."

And his Lordship held that three points in particular were established:—

"(1) that the want of education is most real and pressing; (2) that it can only be supplied by the munificence of those who care for India; and (3) that there is abundance of secular employment open for well educated persons in this country, while we might

hope that some trained in a good school in the hills, and transferred in early manhood to the foundation of Bishop's College, might, in their turn, by God's blessing, become useful as school masters and as ministers of the Anglo-Indian Church."

And he laid down the course of action to be pursued in the following words:—

"1*st*.—We must endeavour to found one school at a central station in the Himalayas, probably either Simla or Mussoorie, with building and endowments provided by private liberality, and assisted, we may hope, by a Government grant-in-aid, so as to receive a certain number of children at a low rate of payment. The necessary school buildings must be erected entirely by donations, and the institution, in accordance with my pastoral letter to the clergy, will be directly connected with the thanksgiving day, and dedicated to God's service as a thank-offering for his mercy by the erection of a chapel for the use of the scholars within the school precincts, in which the circumstances of its foundation will be recorded. The school should be placed under the direction of a small body of governors, partly official and partly elected. Among the official governors would be the Lieutenant-Governor, the Bishop and Archdeacon of Calcutta, and the Commissioner of the Division. Should the Punjab or the North-West be separated from the Diocese of Calcutta, the Archdeacon would yield his seat among the governors to the Bishop of the new see, the Bishop of Calcutta retaining his as Metropolitan of India. As soon as possible a girls' department should be added to the institution, as is the case in the Lawrence Asylum at Sunawur, and the whole should be placed under the care of a clergyman of the Church of England as Principal. The education, of course, should be as comprehensive as possible, with due reference to the wants and circumstances of the class for whose benefit the school is specially designed, *viz.*, the uncovenanted servants of Government receiving small salaries, and others who cannot send their children to Europe.

"2*nd*.—It will afterwards be desirable to found day schools of a humbler kind for the children of Christian residents in the great cities in the plains, for it is evident from some of the extracts above quoted, especially II and VIII, that a hill school would not do all that is immediately required for the lowest and poorest class of Eurasians. Local efforts are now making to establish such schools at two of the largest cities in the Punjab, and the wants of Lucknow would be amply supplied by the noble Martiniére if a girls' department were added to the boys' school there. But these schools could be maintained at a comparatively small cost, and probably a Diocesan Education Society would suffice for the purpose to give stability and encouragement to attempts made in the cities themselves. From these schools, by means of scholarships, promising scholars could be drafted to the central institution in the hills.

"3*rd*.—It is hoped that hereafter other schools might be founded at hill stations at two extremities of our Empire—at Darjeeling probably and Murree—just as the Lawrence Asylums at Ootacamund, Murree, and Mount Aboo are the daughters of Sir Henry's parent foundation at Sunawur."

The Viceroy, Lord Canning, thoroughly and heartily adopted the Bishop's recommendations. I make no apology for quoting this minute *in extenso*, as it contains the rules known as Lord Canning's Grant-in-aid Rules. The despatches on the same subject by the Secretary of State must also be included.

Minute by Lord Canning, dated the 29th October 1860.

2. Of the want of some more extended and effectual means of education than at present exist for European and Eurasian children there can be no doubt. The necessity is shown in the extracts from letters quoted in the Bishop's statement, and it meets the eye of the traveller at almost every station from Calcutta to Peshawur. Moreover, it is a necessity which is rapidly growing stronger. Besides the ordinary rate of increase in Eurasian births and in the births of European children in India (whatever that may be, for there are no means of ascertaining it accurately), there is the fact that the influx of Europeans into India is gradually becoming larger; and that with the augmentation of our English army, and with the advancement of works of English enterprise, the births of English children, and of children of mixed marriages in India, cannot fail to be enormously increased.

3. If measures for educating these children are not promptly and vigorously encouraged and aided by the Government, we shall soon find ourselves embarrassed in all large towns and stations with a floating population of Indianized English, loosely brought up, and exhibiting most of the worst qualities of both races; whilst the Eurasian population, already so numerous that the means of education offered to it are quite inadequate, will increase more rapidly than ever.

4. I can hardly imagine a more profitless, unmanageable community than one so composed. It might be long before it would grow to be what could be called a class dangerous

to the State; but a very few years will make it, if neglected, a glaring reproach to the Government, and to the faith which it will, however ignorant and vicious, nominally profess. On the other hand, if cared for betimes, it will become a source of strength to British rule, and of usefulness to India.

5. The Eurasian class have an especial claim upon us. The presence of a British Government has called them into being; they serve the Government in many respects more efficiently than the natives can as yet serve it, and more cheaply and conveniently than Europeans can do so; and they are a class which, whilst it draws little or no support from its connection with England, is without that deep root in and hold of the soil of India from which our native public servants, through their families and relatives, derive advantage.

6. But the Government of India cannot undertake to provide education for either Europeans or Eurasians. It has other things to do, and it would not do that work well.

7. The missionaries cannot do it. Their task lies with those who are not Christians.

8. To wait till private enterprise shall supply schools of the kind required will be to wait indefinitely. It is only in very exceptional instances that teachers of good character and training will bring their talents to so uncertain, and, in many respects, so discouraging a field of labor; and meanwhile the evils of a dearth of education will be growing upon us. Moreover, no system sufficiently comprehensive and widely spread to meet our necessities can rest on the isolated efforts of individuals alone.

9. Therefore the case seems to be exactly one in which a system such as has been proposed by the Metropolitan of India may fitly be encouraged and aided liberally by the Government. It may be hoped that it will be supported by the British public in India and in England; but the principle of self-support should be carefully kept in view to the fullest extent to which it may be attainable.

10. The scheme proposed by the Bishop of Calcutta in the accompanying paper is, so far as it goes, a thoroughly sound and practicable one. I say so far as it goes, because it does not profess to supply the wants of those Christian children who are not of the Church of England, and because even as regards children who are of that church, or whose parents are willing to accept for them the teaching of the Church of England, it will not, as I understand, put education within the reach of the poorer of them until those whose families are more at ease shall have been provided with it.

11. His Lordship contemplates the establishment in the plains of schools of a humbler and cheaper class than those in the hills; but it is proposed that the former shall be day schools only, and that they shall be treated as a future and subsidiary step in the scheme.

12. I am strongly of opinion that schools in the plains should be provided as soon, at least, as schools in the hills. The expense of education at a hill school must, at the lowest, be beyond the means of a vast number of Eurasian families settled at the great provincial stations. The climate of the hills is not a necessity to Eurasian children; indeed it is held to be injurious to them, if at all weakly. A school of a lower class than that proposed for the hills could, if placed at a well-chosen station in the plains, receive the day scholars of that station, and boarders from many other stations, on terms not too high for the earnings of their parents. I believe that the cost to boarders at such a school could be brought down to less than Rs. 10 a month. Such a school might receive European as well as Eurasian children; for, although the advantage of a hill climate would be wanting, the children would not be worse off in this respect than at their homes, where they would remain if the alternative of sending them to a hill school should be too expensive, which, in the cases of some European parents, it certainly would be. It would be an excellent measure to attach to such a school scholarships which should enable the boys obtaining them to continue their education at the higher class school in the hills. But in any case I should be sorry to see the humbler and cheaper schools in the plains postponed to those in the hills. The error into which (as will be seen in the opinions quoted by the Bishop) we are most likely to fall is that of constructing a scheme above the reach of those whom it is most necessary to benefit; and this being so, we ought not to begin to construct from the top only.

13. The suggestion that mechanics, the industrial arts, the practical horticulture and agriculture should be taught is very judicious. All of these may be taught in the climate of the hills, and much of them in that of the plains. Hitherto education has done little more for the Eurasians than to turn them into clerks and copying machines.

14. I concur in the Bishop's opinion that the first schools should be established in the North-Western Provinces or the Punjab, and that the claims of Lower Bengal may be considered later.

15. As to the form and extent of the aid to be given by the Government of India, I recommend that it be as follows:—

That to the sum collected from private subscriptions as a building and foundation fund an equal sum be added by the Government;

That from the opening of each school it should receive a grant-in-aid to the fullest extent allowed by the rules;

That if the school be built where ground is at the disposal of Government the ground be given;

That the Head Master of the school, if a clergyman, be placed on the footing of a Government chaplain in regard to pension.

16. Other unforeseen modes of aid may prove advisable; but these appear to me to be all that can be prescribed beforehand.

17. In regard to the management of the schools, I have nothing to add to the Bishop's proposal. If, as his Lordship suggests, certain Government officers be included *ex officio* amongst the governors, I should not wish to see any further authority by the Government as such exercised in the management. Of course, as receiving a grant-in-aid, the schools would be subject to inspection by Government officers of the Educational Department.

18. I have said that the scheme does not profess to supply the wants of Christian children who are not of the Church of England. I did not mean to impute thereby any fault to the scheme. It is right and prudent that, in this case, nothing more should be aimed at than to meet those wants.

19. Recently, in the case of the new Lawrence Asylum in the Neilgherries, the Government of India insisted, as a condition of its support, that the rules should be such as should admit Roman Catholic and other Christian children as well as children of the Church of England. But that was the case of a charitable institution founded for the children of soldiers, who are habitually taught in the same regimental schools without distinction of church, and dedicated to the memory of Sir Henry Lawrence, from whose large and generous views, as shown in the constitution of the original Lawrence Asylum in the Himalayas, any departure would have been unpardonable.

20. The schools now contemplated are not charitable institutions; they are designed for the use of a class, the families composing which can supply abundance of scholars of the Church of England, and which, for the most part, would not willingly pay for the teaching of a school which was not essentially of that church. I have no doubt that an attempt to accommodate such schools to the teaching of children of all churches would lead to its failure.

21. But though the proposal of the Bishop goes to the full length which, in the circumstances described, is desirable, I am of opinion that the Government of India cannot with justice limit its support to these schools alone. The very large number of Eurasian Roman Catholics scattered through the Upper Provinces and employed under the Government, and the not inconsiderable number of Presbyterians settled in the country, have their claims upon this Government as well as the members of the Church of England.

22. I recommend, therefore, that, besides grants-in-aid (which under certain rules may be claimed by any schools), assistance in the same form, and in the same proportion as have been proposed for the Church of England school, should be extended to any Roman Catholic or Presbyterian school which, with the same view, may be founded in the hills, and to any school of a lower class connected with it which may be newly established in the plains.

23. I have written of schools to be established in Bengal only, because the Bishop's scheme applies only to Bengal and to the Himalayas; but if a scheme similar to that which His Lordship has proposed should be originated in Madras or Bombay, I recommend that the Government take the same part in supporting and executing it. I do not, however, think it advisable that such a scheme should emanate from the Government.

In reply (No. 3, dated 16th January 1861) to the despatch embodying this minute, the Secretary of State, after expressing his concurrence in the general views of the Bishop and the Government, went on to say—

2. "I entirely concur in the sentiments expressed by the Bishop and your Government as to the great and increasing importance of some systematic measures being adopted for promoting the education of this class of children, and I agree with you that the object is one well deserving the encouragement and assistance of Government.

3. "I entertain no doubt of the great advantage to be expected from the establishment of the proposed institution in the hills, in which the European and Eurasian children of the non-military classes will enjoy the benefits which have already been extended to the children of soldiers of European origin in the Lawrence Asylum; and, with the exception of the proposal as to the Head Master's pension, I approve the manner in which you propose that the assistance of Government shall be afforded to the institution. If it is intended that the pension of the Head Master, on the footing of a Government chaplain, shall be paid by Government, I cannot sanction the proposal, a similar recommendation regarding the Principal of the Lawrence Asylum having already been negatived, although that institution, unlike the proposed school, has been formally taken over as a Government institution.

4. "I concur in your remarks as to the inexpediency of delaying the formation of the proposed small station schools in the plains; and the suggested establishment of a central

school in the plains, of a lower order than that proposed for the hills, will no doubt receive every consideration from the Bishop and those associated with him in this laudable undertaking.

5. "I approve the intention expressed in the concluding paragraphs of the minute of the Governor General, as to the assistance to be given to schools for the children (when they are sufficiently numerous) of those Europeans and Eurasians who are not members of the Church of England; and I agree with His Lordship that, if any measures are taken in the Madras and Bombay Presidencies for establishing schools for European and Eurasian children, the same support and assistance should be rendered to the movement as has been sanctioned for Bengal".

III.—Present condition of the schools.

(2) Different system of government.

These minutes are the Magna Charta of European education in India. Subsequent modifications and rulings have caused some little changes. And the Home Department has thus summarised them:—

(1.) That to the sum collected from private subscriptions, as a building and foundation fund, an equal sum be added by the Government.

(2.) "That from the opening of each school it should receive a grant-in-aid" to the fullest extent allowed by the rules, *viz.*, (as provided for in the grant-in-aid rules) a grant not exceeding half the expenditure on the school for the period for which the grant is given, and also not exceeding the amount made available from privates sources—"private sources" being held (under the Resolution of January 1864) to include schooling fees.

And these educational expenses have been thus defined:—

"In aided boarding schools, the salaries and other charges appertaining to the teaching establishment, expenses connected with the purchase of prizes, books, and maps, and other educational apparatus, and also the house rent (where a house has not been built or purchased with Government aid), may be regarded as tuition expenses, all other charges being regarded as expenses for objects other than tuition. It is true that the house rent in such cases is really, to a large extent, a charge on account not of tuition, but of lodging; but, on the other hand, the above rule might, perhaps, exclude some miscellaneous items appertaining to tuition."

It may be as well to explain here the new systems alluded to, and also two other modes by which Government aid is distributed. By the building fund is meant a system under which any person providing a certain sum for the erection of a school can call upon Government to distribute an equal sum. This plan on the whole has worked well, but may be liable to abuse, and I have elsewhere expressed my opinion regarding it. The grant-in-aid system, roughly speaking, is supposed to supply an amount equivalent or nearly equivalent to that contributed from private sources. There are two other systems. The salary on grant system, which undertakes to provide half the salary of the teachers employed, and the system of payment by results, which, as the name indicates, is the plan of granting sums regulated according to number of boys who pass certain standard examinations, each examination having a certain fixed donation attached to it. The application of all four systems is supervised by the Educational Department, without whose consent no aid is given. The Supreme Government officially introduced the first two systems only. Salary grants are in force in Madras alone, and payment by results is universal in Bombay and also occasionally employed in Madras. Thus it appears that the Supreme Government in its minute overlooked the existence of other than the equivalent grant system. And to the Local Governments directly subordinate to it, such as the North-Western Provinces, Punjab, &c., no other system is known. But the more independent presidencies, Bombay and Madras, had already adopted different principles to govern their native educational system, and these principles they applied to European education with good results, as I think will appear further on.

At the same time they have, as occasion offered, taken advantage of the Building Fund Rules, and this is the only respect in which the new system introduced under Lord Canning has affected them.

The following return comprehends all the systems, and shows how the European and Eurasian schools of India are now working—whether day or boarding schools—the number attending, and the mode under which they are aided by Government, and the number excluded from aid.

PART I—BOYS.

	Provinces.	Number of boarding schools.	Average number of boys.	Number of day schools.	Average number of boys.	Mixed schools.	Average number of boys.		Total.		Aided.		Not aided.
							Boarders	Day scholars.	Number of schools.	Average number of boys.	Under provincial rules.	Under special rules.	
1	Oudh	..	...		...	1	146	18	1	164	...	...	1
2	Bengal	.	...	4	602	7	858	679	11	2,139	1	3	4
3	North-Western Provinces ..	2	117	5	189	4	351	55	11	712	5	2	4
4	Punjab	..	...	2	28	3	101	48	5	177	4	...	1
5	Central Provinces .	1	22	...	...	2	61	168	3	251	2	1	...
6	British Burma ..	...	...	1	138	2	44	375	3	557	3	...	...
7	Mysore	1	52	1	210	3	118	266	5	646	3	2	...
8	Hydrabad	...	...	...	...	2	84	119	2	203	...	1	1
9	Madras	4	358	19	1,346	6	163	573	29	2,440	19	6	4
10	Bombay		..	10	619	9	550	1,146	19	2,315	17	2	...
	Total ..	8	549	42	3,132	39	2,476	3,447	89	9,604	57	17	15

Where boys and girls are taught together the school has been returned as a boys' school.

PART II—GIRLS.

	Province.	Number of boarding schools.	Average number of girls.	Number of day schools.	Average number of girls.	Mixed schools.	Average number of Girls.		Total.		Aided.		Not aided.
							Boarders.	Day scholars.	Number of scholars.	Average number of girls.	Under provincial rules.	Under special rules.	
1	Oudh	...	..	...	...	1	11	39	1	50	1	...	...
2	Bengal	3	328	5	467	6	383	225	14	1,403	4	3	7
3	North-Western Provinces...	2	196	...	...	9	223	110	11	529	7	1	3
4	Punjab	2	104	2	49	1	51	11	5	215	3	1	1
5	Central Provinces ...	1	102	...	...	1	76	58	2	236	2	...	...
6	British Burma ...	...	...	1	99	2	721	135	3	355	3	...	...
7	Mysore	.	...	1	60	1	70	45	2	175	1	1	...
8	Hydrabad	...	..	..	...	1	40	...	1	40	...	...	1
9	Madras	..	..	4	263	3	37	256	7	556	5	2	...
10	Bombay	...		3	184	1	160	60	4	404	3	1	...
	Total .	8	730	16	1,122	26	1,172	939	50	3,963	29	9	12

Educational census returns.

(2.) I have been disappointed in not obtaining returns according to the new census of the European and Eurasian population in India. I had hoped to be in a position to compare the numbers of children attending school with the numbers of a school-going age belonging to the civil population. The census papers of June 1871 were, however, not tabulated in this country. Prepared for the purposes of the English Government, they were sent home in bulk. And the census returns taken in January 1872 have only reached me from the Central Provinces and Mysore. They stand as below :—

	European.				Eurasian.				Total.					
	Men.	Women.	Boys.	Girls.	Men.	Women.	Boys.	Girls.	European adults.	Eurasian adults.	European children.	Eurasian children.	Total boys.	Total girls.
Central Provinces ...	422	189	176	196	257	181	287	316	611	438	372	603	463	512
Mysore and Coorg ...	616	444	450	526	499	593	710	836	1,060	1,092	976	1,546	1,160	1,362

The Bengal authorities have been kind enough to furnish figures as follows ; but without a detail of children they are not of much use :—

	European.			Eurasian.			Total.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males	Females.	Total.
Town of Calcutta ...	5,206	2,059	7,265	5,163	5,505	10,668	10,369	7,564	17,933
Presidency of Bengal ...	..	...	12,596	...	...	9,611	...	...	22,207
Total ...	...	...	19,861	...	...	20,279	...	...	40,140

The return for the Town of Madras itself gives the number of children as 6,273.

But that for the presidency only showed—

	Europeans.	Eurasians	Total.
Town of Madras	3,613	12,013	15,616
Presidency of Madras	8,991	11,832	20,823
Total ...	12,604	23,845	36,449

And this perhaps includes the military.

In the same way the Punjab and Oudh returns (the census for both was taken in 1868) do not show the military separate from the civil population.

If the Central Provinces, Mysore, and the Town of Madras are taken as illustrations, it will appear that little more than one-third of the non-adult population are under instruction on school muster roll.

	No. of children.	No. enrolled.	Percentage enrolled.
Town of Madras	6,273	2,300	36
Mysore and Coorg	2,638	820	31
Central Provinces	975*	487	50

* Of this number, 240 are under six years of age, and in a complete statement should be excluded from the calculation.

This proportion is in excess of what might have been expected. If this table is completed when materials are available for all the Governments and Administrations, I fear so high a percentage will not be reached. For scattered through the Madras Presidency there are orphanages and day-schools at several stations. Bombay, too, is fairly provided for; but the Bengal* Education Department know of no schools of Europeans and Eurasians out of Calcutta. The Diocesan Board† on the contrary speak of such schools both at Monghyr and Cuttack, and a few others exist, or at one time existed, elsewhere. But I can get no information respecting them. My Bengal list of schools is still therefore incomplete.

Distribution of State aid.

(3.) I have mentioned that previous to 1860 Government assistance was afforded on no fixed rule, and in the last 12 years the question of State aid has still followed provincial, or rather presidency, custom.

Madras and Bombay have aided schools either on the salary-grant or payment-by-results system; and while the rest of Bengal has availed itself of the liberal conditions of Lord Canning's rules, it has been understood in Calcutta that the Educational Department of Bengal were averse to subsidising schools for English teaching. Such a policy for Anglo-Vernacular schools is comprehensible. The knowledge of English is so valuable to the learner that Government aid to native schools which teach English in Calcutta is hardly necessary. But schools for European and Eurasian children, where English is the vernacular, surely do not stand on the same footing. No general refusal, it is true, has been given, but the policy is so well understood that the Doveton College in Calcutta, even in its greatest difficulties, never applied for a subsidy for their school classes. The sister institution at Madras receives aid in all its grades. The Calcutta Doveton drew a small annual sum for its college department for a time, but it was soon withdrawn.

In Bengal one-half the schools are not aided, and one-fourth come under the head of special cases. In the North-Western Provinces the unaided schools, one-fourth of the whole, consist of the Mussoorie and Caineville House and some Roman Catholic schools. In Oudh the Male Martiniére is outside the Education Department, while the female branch has from its first establishment received a grant-in-aid. In Madras and Bombay and the smaller administrations unaided institutions are hardly to be found.

The result is that these schools are inspected and examined in a careful and thorough way. I have quoted some of the inspection reports, but I have before me one on the Convent School at Trichinopoly. The children attending are few, and the grant-in-aid but Rs. 50 per mensem. The inspection report, however, animadverts on the reading, dictation, grammar, arithmetic, history, and geography in every class, even down to the lowest, and the remarks are particular and general.

But in Bengal and the North-Western Provinces I find the case to be exactly the reverse: in the former province aided schools are quite the exception; in the latter they are more numerous; but the effect is that in both provinces no thorough supervision of these schools is practised. They are overlooked as extraneous to the general system. I would therefore advocate that Government aid should be more widely extended, and that supervision should be made universal.

Want of Government supervision.

(4.) And here I may instance two schools which have received substantial assistance from the State, and yet positively decline to admit Government officers. To the Mussoorie School and to its sister institution at Caineville House the Government gave lump sums, about Rs. 90,000 and Rs. 20,000, doubling the purchase money which the projectors had raised. These sums were paid to the credit of

* I use the term Bengal to represent the province—not as it is applied in Madras and Bombay to the presidency.

† The Diocesan Board of Education Report for 1871 shows a nominal attendance in Calcutta, inclusive of private schools, of 3,697 children.

Bishop Cotton for the Diocesan Board of Education and to Archdeacon Pratt, respectively, without any special conditions. The consequence is that the details of management were arranged without any communication to Government. There are, I believe, no written rules for Mussoorie Schools, but one of the Caineville House canons is that—

"There is to be no local committee and no local governors. The Principal is to have the entire management of the school, the terms being fixed by the Board. In cases of emergency the Chaplain may be called in, and he is expected to communicate with the Board."

These rules, drawn up, I believe, by the late Archdeacon, directly contravene the spirit of Lord Canning's minute. Paragraph 17 of the letter runs thus :—In regard to the management of the schools I have nothing to add to the Bishop's proposal. If, as his Lordship suggests, certain Government officers be included *ex-officio* amongst the governors, I should not wish to see any further authority by the Government as such exercised in the management. Of course, as receiving a grant-in-aid, the schools would be subject to inspection by Government officers of the Educational Department. As these two schools are able to maintain themselves without Government aid, their authorities consider that they are not liable to inspection. They declined to fill the returns I sent them through the Director of Public Instruction, and admission as a Government officer was refused to me when I visited Mussoorie; and it was not until the Secretary of the Diocesan Board desired them to give me every information, that this veto was withdrawn. The Head Master of the Mussoorie School was unaware—so quickly are obligations of this kind forgotten—that the Government had aided in the purchase of the school. That fact would doubtless enable the Government to insist on inspection by its officers, even if the North-Western Provinces' Government had not now to arrange for its share of the Hill Schools' Nomination Endowment Fund, from which sholarships are given to these schools among others.

The above two schools, the Roman Catholic schools, who have had no assistance from Government, the Railway schools, the male and female branches of the Doveton in Calcutta, and the Martiniéres in Calcutta and Lucknow, are the only ones who hold themselves aloof from the Educational Department. But these are some of the most important educational institutions; and so long as they are left to run their course entirely unchecked and uncontrolled, the Government interest in this important branch of national education is injuriously diminished.

The local governing bodies.

(5.) The great majority of schools of all classes are under local committees Saint Paul's School at Darjeeling is subordinate to the committee which regulated its affairs when in Calcutta, and consequently the control is as nominal as that supposed to be exercised by the Diocesan Board of Education over the Mussoorie schools. In one respect only are they more exacting than the latter. They require an annual written report from the Head Master. In truth, as a rule, the control of committees is weak and spasmodic. Everything depends on the Secretary. At Bishop Cotton's School at Simla the Reverend Mr. Slater has been the Secretary to the Committee, and the result is most satisfactory. But the management of the Punjab Girls' School, of which Mr. Slater is also Secretary, is financially unsatisfactory. The very fact of his devoting time and labor to keep the books of the one school in the way he does prevents his being able to exercise any real control over those of the sister institution. Again, the governors of the Martiniére at Lucknow and Calcutta have, on the whole, exercised a very careful supervision, but to my mind it is too thorough and frequent, so much so as to remove from the Head Masters all sense of personal responsibility and all power of initiatory action. A somewhat similar complaint may be made of the management of the Doveton College, Calcutta. I believe also of the institution at Madras, and of the Bishop's School at Bangalore. Good masters will not stay if subject to continual and minute interference, and it is not good for boys to see a Head Master subject to constant visits and reports.

As to management by committees, I have no knowledge, in many instances, of the degree of interference which they exercise. Some, I think, are injuriously active; some equally inactive. That such bodies can do excellent work is manifest. To them we owe the several schools now existing. Still liability to inspection by an official inspector would be beneficial: among other things it would prevent the tendency which all such bodies have, in the natural course of events, to become at times indifferent to their duties when there is a danger of the school losing its tone andposition.

High rates of boarding and educational expenditure.

(6). Having now alluded to the defects discernible in the governing bodies- I pass on to the consideration of the financial manage, ment.

I should state that there has been no systematic classification of the schools from any point of view. Most of them are found in the returns of the Educational Department lumped with native schools. It is difficult to tell on what principle they are often classed. Appendix A of the Bombay Educational Report, 1870-71, shows the Scottish Orphanage as a high class school, the Scottish Education Society Branch School at Byculla as a middle class. St. Mary's Institution at Bombay is returned in the former class, St. Xavier's on the Esplanade in the middle. It is somewhat difficult to properly place some, especially the Roman Catholic institutions; still an improvement on the present classification is possible. I have arranged the schools in my returns according to my view of their position on the educational tree. Intimate local knowledge will probably slightly alter their relative standing. For purposes of comparison of income and expenditure, I group together the higher educational establishments. And I must premise that the figures are approximate only. They will not stand close scrutiny; annas and pie have been omitted, and in many instances I have had to make up the tables altogether myself. Hardly a return stands exactly as it was received. This is partly owing to the faulty construction of the forms sent out, and partly to the fact that little or no attention had ever been paid to the question of boarding expenses. In some schools there were no separate accounts kept; in others they could be extracted with very little trouble, but it was a new and not altogether a popular proceeding to submit them to a Government officer. We have to consider them in various aspects—their total cost, their educational average, their boarding average, the fees charged on either account, and the amount of the cost borne by the State.

In the following statement I have placed the leading schools only.

Schools.	Station.	Educational cost per head.	Boarding cost per head.	Maximum educational fees.	Maximum boarding fees.	Monthly cost per head to Government.
		Rs.	Rs.	Rs.	Rs.	Rs.
La Martinière, Boys' / Ditto Girls'	Calcutta ...	25	16	10	30 *a*	.....
La Martinière ...	Lucknow ...	12	23	5	25	.....
Mussoorie School ...	Mussoorie ...	25	26	25	41	.....
Woodstock House ...	Landour ...	20	...	...	...	8
St. Paul's School ...	Darjeeling ...	16	35	14	36	.....
Bishop Cotton's School ...	Simla ...	15	18	10	30	4
Murree-cum-Pindee School ...	Murree ...	15	...	12	40	7½
Caineville House ...	Mussoorie ...	13	20	...	35	.....
St. Peter's College ...	Ditto ...	12	15	...	35	.....
Convent Boarding School ...	Simla ...	11	24	...	25	.....
High School, Boys ...	Lahore ...	11	...	10	30	6
Calcutta Girls' School ...	Calcutta ...	11	10	5	14	4½
Canning Protestant Girls' School	Agra ...	10	15	5	20	11
Doveton Girls' School ...	Calcutta ...	9	28	10	30	.....
High School, Boys' ...	Allahabad ...	9	...	5	35	4½
Ditto Girls .	Ditto ...	9	6	5	16	4½
E. F. O. Asylum ...	Calcutta ...	8	15	...	...	9½
Punjab Girls' School ...	Simla ...	8	20	10	30	6½
Doveton, Boys' ...	Calcutta ...	8	26	12	30	.....
Loretto House Pay School I ..	Ditto ..	7	22	...	...	.....
St. Xavier's College ...	Ditto ...	6	...	5	25	less than 1
Free School ...	Ditto ...	6	7	...	...	2½
Calcutta Boys' School ...	Ditto ...	5	15	64	188	.....
Bishop's School ...	Nagpore ...	5	...	3	28	4
Loretto House Pay School II..	Calcutta ...	4	14	...	...	.....
Convent Boarding School ...	Agra ...	4	12	12	22	.....
St. Peter's College ...	Ditto ...	4	10	8	20	4
St. Fedelis Orphan School ...	Mussoorie ...	4	11	...	10	5¼
St. Francis de Salé School ...	Nagpore ...	2	10	...	...	1
Madras.						
Doveton Protestant College ...	Madras ...	13	...	5	35	4
Bishop Corrie's Grammar School	Black Town ...	9	...	4	...	3
Civil Orphan Asylum ...	Ditto ...	4	7	...	10	less than 1
Protestant Orphanage ...	Vizagapatam...	4	10	...	...	ditto 1
Convent School ...	Trichinopoly .	4	14	2	7	1½
Remount Depôt School ...	Oosasur ...	3	...	...	...	1
Roman Catholic Orphanage ...	Bellary ...	3	6	...	...	2
St. Andrew's School ...	Bangalore *b* ...	8	28	6	35	3½
Bishop Cotton's School ..	Ditto ...	7	20	10	35	2
Bombay.						
Educational Society School ...	Byculla, Bombay	9	15	3	10	less than 1
Bishop's Girls' School ..	Poona ..	9	...	5	40	1
Diocesan High School ...	Byculla, Bombay	8	...	10	30	less than 1
Scottish G. S. Fort School ...	Fort ...	8	...	10	...	2
Bishop's High School ..	Poona ...	7	..	5	40	2
St. John's Day School ...	Calaba ...	7	...	3	...	1
Scottish Orphanage ...	Mahim ...	7	16	5	...	4
Indo-British Institution ...	Sonapore ...	6	10	...	16	.....
S. E. S. High School ..	Byculla ...	5	24	10	...	2
European and Indo-European School	Kurrachee ...	5	...	3	...	1

* *a*. Generally inclusive of educational fees.

b. The Mysore and Hyderabad Schools are classed with Madras. They naturally belong to them, though circumstances place these schools under the Government of India rules.

The schools in this list are placed according to the educational expenditure per head. If arranged by the scale of boarding expenses, the placing would be different. But considered on either head, the variations in the scale are most remarkable. While Allahabad High School costs Rs. 9 per head, all educational expenses included, the Martiniéres in Calcutta and Lucknow, with large nominal rolls, and Mussoorie School with numbers almost equalling those at Allahabad, cost on the one head Rs. 25 each, on the other Rs. 16 and 26.

If the latter school is compared with the sister school at Simla, the expenses are relatively at Rs. 25 and 26 against Rs. 15 and 18.

The more expensive school is situated in the cheapest locality, and this while the Girls' School at Mussoorie costs about the same as the Simla Boys' School, Rs. 13 and 20 per head.

Rates generally highest in charitable schools.

(7.) As I have elsewhere said these figures are not absolutely accurate, but they are sufficiently so for purposes of general comparison. The expenditure of the schools maintained by charity will not escape notice. I allude especially to the Martiniéres, the European Female Orphan Asylum, and the two orphanages at Bombay. The educational average at these institutions is respectively Rs. 25, 8, 9, and 7, equalling the rate at the neighbouring schools for the higher classes. In the same way the boarding expenditure, even with the large number of boys present at the former schools, falls as high as it does at the Calcutta Boys' School, where there are only 67 boarders, and higher by one-third than it does at the Calcutta Girls' School. The same remarks apply to the European Female Orphan Asylum. It is possible the boarding expenditure in the Bombay orphanages is not high. Yet while it exceeds the average cost at the Roman Catholic institutions and the Indo-British, it is surpassed only by the S. E. Society High School, where, as at so many Madras and Bombay schools, the boarding arrangements are of a private character.

It is not to be expected that there should be much equality in the boarding expenses among schools differing so widely in locality and constitution.

In some schools the official year is adopted, in others the calender. And in some the school year purposes to be of 9, in others of 10 and 12 months' duration. But so much, I think, is established that more general attention should be paid to boarding expenses than has hitherto been the case. There must be variations also in the educational expenditure, but these should not be as great as here appear. This depends almost entirely on the class of masters employed.

Hitherto this has been determined by the money available in each school, instead of by the requirements of the class for whom the school was intended. Without going through the list again, it will be sufficient to cite the Mussoorie School and the Martiniéres as instances. The former has continued the expensive system which was suitable to it as a private school. Yet there is no reason now why it should be more expensive than the sister school at Simla. In the same way the Martiniéres, which are especially intended for even a lower class, are equally expensive, and consequently the field which their large endowments might reach is needlessly restricted. It appears to me, as I have shown in the separate notes on the schools concerned, that there is room for retrenchment in the class and cost of education afforded, which I believe to be in the main above the requirements of the boys for whom it was designed.

At present all the schools profess to impart equally high education.

The course of studies.

(8.) I now propose to treat of the course of studies they pursue, of the masters and mistresses who conduct those studies, and of the results, direct and indirect, that ensue.

Speaking generally, the chief schools set the University standards before them. Roorkee College and the Engineering Colleges in the smaller presidencies also serve as a test by which studies are regulated. In the Madras

schools the Educational Department lays down a curriculum of studies for all below the University Entrance Class, and all the European schools of this presidency are subsidised on the salary-grant system.

In Bombay, on the other hand, payment by results is universal. Even those schools which enjoy special grants submit some classes for rewards under its rules. The consequence is that an uniform standard of instruction is followed. But in the schools throughout Bengal, the North-Western Provinces, the Punjab, &c., it seldom happens that there is any recognised curriculum. Each Head Master teaches the books that seem best to him. This system no doubt has its advantages. It tends to give a broader and more general education than is obtainable when boys are led by a prescribed course and are tied down to a certain set of books. The benefit that the universities have conferred on education generally throughout India is fully acknowledged, but many people question whether it is wise for European and Eurasian schools blindly to follow the lead which the native schools give in this direction. The schools now spoken of are special: they are meant for a class, not a nation; and although it is fit and right that there should be an university to "crown the edifice" of national education, it is a matter for consideration whether these special schools should be thus bound. That there should be some system of education not dependent on the caprice of each succeeding Head Master will probably be allowed. In India school masters are, if possible, more frequently changed than other officials. There are of course exceptions, but there are so many other openings for educated men, so little to tempt them to stay, that every step should be taken to obviate the difficulties of constantly recurring changes. And yet I know of no school on this side of India where a curriculum has been adopted and faithfully observed. Among the papers on the Martiniére School, Lucknow, will be found a lengthy reference to this subject. But although a syllabus has been laid down, I believe I am correct in saying that it has not been adhered to. Again, if masters change, and there is no established curriculum, new class books are sure to be found necessary. These are difficult to obtain, and changes involve expense. Even comparatively small matters like this may, and do, prevent parents from sending children to our more expensive schools, and finally result in Protestant children being driven to schools of another faith. It would seem that one of the advantages of having a Diocesan Board of Education ought to be that schools subordinate to it should pursue the curriculum it recommends. But this has not been the case. In its early reports the Board suggested for adoption a course proposed for the Allahabad High School. I have not only not been able to learn that any other school adopted it, but the present Head Master of the Allahabad High School tells me that he hardly knows "with what course of instruction we are credited by the Diocesan Board". I note one circumstance which shows that the original course has been very much departed from at the Allahabad High School. It was laid down that, until a separate upper school should be formed, Delectus and Latin Grammar were to be the highest books boys should read in Latin. But boys from here now go up for the Entrance Examination, which it is needless to say involves a course far beyond the Delectus.

The masters and mistresses.

(9.) All but the poorer day schools aim at passing boys for the Entrance. And in the same way the girls' schools all aspire to teach foreign languages and accomplishments. To a certain extent this is forced on them by the facilities afforded for teaching these subjects at institutions managed by Roman Catholics, where unity of purpose, and power of summoning efficient helpers from all parts of the world, make them formidable rivals. I find that these Roman Catholic schools are highly thought of by the classes for whom they labor. Perhaps the presence in their schools of teachers so highly qualified has acted on other schools. For instance, a Protestant girls' school of the highest class to be popular must have at its head an English lady. There is a feeling against those born and bred in this country. It is unfortunate, but it is worthy of note. The Diocesan Board have echoed the same cry that while masters for boys' school may be obtained in this

country, it is almost impossible to recruit female teachers. I think it is a pity that such a remark has found its way into print from such a source. If money were no object, let English ladies be brought out. But as long as each item of expense must be looked to, it would be wise to devise a remedy for this prejudice. Normal schools for female teachers exist in each presidency. If the education given is not such as is competent to qualify teachers of European and Eurasian girls, let it be improved. Madras sets us a very good example in this respect. There the salary grant system necessitates that the teacher obtain a certificate of "a threefold character,—the first relating to general education, the second to the theoretical knowledge of school management, and the third to teaching power, as practically exemplified by teaching a class in the presence of an Inspector of Schools." Graduates of universities and certificate-holders from the Council of Education are not required to pass this test.

In the papers relating to the schools on the Bengal side will be found a list of teachers employed, with such information as was available regarding their antecedents. It was unnecessary, as well as impracticable, in the present instance to obtain this from the other presidencies.

It certainly seems desirable that constant attention should be paid to the qualifications of the teaching body. Even if it were found impracticable to introduce the certificate system generally, the exhibition of a statement somewhat similar to the following would be advantageous:—

Masters.	Designation.	Salary.	University or other qualifications.	Previous occupation.

The weak point in the system of teaching generally is the under-teachers, those who have the care of the under-classes. Boys are found when they come to the upper classes to have wasted their time, not to be well grounded in elementary knowledge. And while under-masters are poorly paid, and have no future before them, it will always be found difficult to secure a good class of men. The evils that follow a state of stagnation among the lower grades of teachers is dwelt upon in the Lucknow Martiniére papers (paragraph 73). The real and only efficient remedy would seem to be the organization and development of a class of pupil teachers with improving prospects, and to whom opportunities of self-improvement are afforded. The Calcutta Martiniére has lately put its younger classes of boys under female teachers, and this step certainly seems to have many advantages.

But whatever steps are taken for improving the class of teachers, it is essentially necessary that the Head Master should invariably supervise all the classes, not spasmodically or when his suspicions are aroused, but systematically and in order. We have the authority of Bishop Cotton for saying that "in the best schools of England every form is examined by the Head Master in their past work once a month".

The results attained.

(10.) It is somewhat difficult to give any exact information as to the results in education and training attainable in each school. The older institutions, chiefly of a charitable nature, and where it might have been expected that returns would be kept, have no continuous records. The newer schools do not feel it necessary to keep any records. The best gauge of their success is their popularity.

The usual practice with school masters is to point to the list of University distinctions gained by their pupils. This is reasonable where education is the primary object. But with many of the schools of which I write the first object is to secure a start in life for their boys. They are homes, not schools. This fact has been somewhat lost sight of, and we find that the object of the masters even of the charity schools is to pass their best boys for the University examinations. It is quite a secondary matter what becomes of the herd, who never aspire to such distinctions. I would invite attention to Mr. Davies' warnings, as visitor of the Lucknow Martiniére (paragraph 77), and to the testimony of one of the under-masters of that institution (paragraph 84).

Many boys benefit by the training and teaching who do not appear in the University lists. And it is an advantage in having a standard to work up to. But careful consideration of the following figures will, I think, show that the greatest good is not obtained by setting the University standards as the goal for all schools. I give these figures in detail for the benefit of those locally interested. But the general results are what I desire to call attention to.

Table showing the numbers passed from the European and Eurasian Schools in the Entrance, Arts, B. A. and M. A. Examinations from 1858 *to* 1871.

Name of School.	From 1858-71.	Entrance.		First Arts.		B. A. Examinations.		M. A. Examinations.
		Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	
St. Paul's School	1858-71	43	23	4	2	1	.....	.....
La Martiniére, Calcutta	,, ...	83	48	1	1	2	.....	.....
Doveton College	,, ...	208	125	44	27	12	5	3
St. Xavier's College	,, ...	84	59	35	17	10	6	1
La Martiniére, Lucknow...	,, ...	17	14	.....	.....	1	.....	.....
Allahabad High School	,, ...	4	1	.....	.....	.....	.....	.....
St. Peter's College, Agra	,, ...	16	8	.....	.....	.....	.....	.....
Mussoorie School	,, ...	17	16	1	1	.....	.....	.....
Hampton Court School, Mussoorie	,, ...	2	.....	.....	.....	.....	.....	.....
St. George's, Mussoorie	,, ...	6	.....	.....	.....	.....	.....	.....
Bishop's School, Simla	,, ...	20	.....	15	.....	.....	.....	.....
St. Francis de Salé's School	,, ...	2	.....	.....	.....	.....	.....	.....
Total	.....	502	294	100	48	26	11	4
Madras.								
Doveton College	1858-71	.....	65	.....	19	.....	3	.....
Bishop Corrie's Grammar School	,, ...	.....	36	.....	6	.....	.....	.....
Saint Mary's Roman Catholic Seminary	,, ...	.....	16	.....	3	.....	.....	.....
Ootacamund Grammar School	,, ...	.....	41	.....	8	.....	.....	.....
Total	.....	.....	158	.....	36	.....	3	.....
Bombay.								
St. Xavier's College	1858-71	.....	1	.....	3	.....	2	.....
Puna Camp School	,, ...	.....	1	.....	.....	.....	.....	.....
St. Mary's School	,, ...	.....	30	.....	.....	.....	.....	.....
Scottish High School	,, ...	.....	3	.....	.....	.....	.....	.....
Do. Orphanage	,, ...	.....	1	.....	.....	.....	.....	.....
Karachi European and Eurasian School	,, ...	.....	1	.....	.....	.....	.....	.....
Bishop's High School	,, ...	.....	1	.....	.....	.....	.....	.....
Diocesan High School	,, ...	.....	2	.....	.....	.....	.....	.....
Total	.....	.....	40	.....	3	.....	2	.....

To these totals—

	Entrance.	F. A.	B. A.	M. A.
For Calcutta University	294	48	16	4
„ Madras „	158	36	3	0
„ Bombay „	40	3	2	0

may be added the following return of European or Eurasian lads educated at schools for natives in Bombay :—

	Passed Entrance.	F. A.	B. A.	M. A.
	30	3	1	0
So that Grand Total	522	90	17	4

will probably show all European and Eurasian lads who have attained any University standard. And the inclusion of these last figures draws attention to the fact that it is not an uncommon thing for colored lads to prosecute their further studies at native schools, and it is an arrangement which should be developed.

As hitherto the University has been made the chief object, it is hardly satisfactory that such small results should follow on the educational efforts of 13 years. Various causes no doubt account for it. At first there were naturally few candidates. Year by year the number has increased, and we have now perhaps attained as high a number* as will succeed in any average year. The class of society from which they are drawn must be considered, and the necessity most of them lie under of earning their bread at an early age. Again, the intended candidates would probably be dependent on the services of some one master, and if circumstances took him away, not an unusual occurrence, their chances of success would suffer.

* 1870-71, Entrance Examination, Calcutta ... 75
Madras 27
Bombay 20

(11.) Each school fights for itself. There is no community of interests or interchange of advantages. The Calcutta Martiniére at one time being unable to maintain a college class itself sent its boys as day scholars to the Doveton. The boys complained that they did not get fair play. An angry correspondence ensued, and the experiment was given up. The practice in Madras seems preferable. There boys are sent with scholarships from Bishop Corrie's Grammar School to the Doveton College. Bishop Cotton and Lord Canning looked to such an union of interests. The plains schools being designed for boys of a lower social class, he proposed that their future education should be carried out by means of scholarships at the schools in the hills (para. 12 of minute). But it has come to this that the schools in the plains are resorted to by boys, not necessarily of a lower class, but who come from the neighbourhood. Eurasian parents especially like to keep their children with them, and with large families the question of means is often a very important one. The hill schools are filled by boys from a distance, who, to get a good education, are compelled to go as boarders, and if the fees are somewhat the same the parents naturally prefer the good climate. Again, highly remunerated staffs have been thought necessary for the plains as well as the hills schools. This involves a high rate of fees, which the parents, who are generally of a humble class, cannot afford. The poorer class of boys, for whom the schools were designed, are therefore debarred from attending them.

Want of correspondence between the schools.

(12.) The number of day scholars attending these schools throughout the empire is very inadequate. The question has forced itself into notice in Madras, and the clergy there have long seen the advisability of associating day schools with their parish work. In Calcutta such schools are hardly known, although the Diocesan Board called attention to the want of them in its report for 1871.

Day schools for the poorer classes.

"The Board resolved at a recent meeting to call the attention of the clergy in Calcutta, which is hereby done, to the desirableness of small day schools being opened in the midst of the poorest class of Christians, managed by single teachers, with pupil monitors under them. In this way a humble kind of Christian education, suitable to the lowest classes, would be widely

diffused at small expense. A serious objection to very large day schools for this class is the distances the children have to go to and from school, and the increase of expense, if the use of omnibusses is resorted to to collect the children and carry them back to their homes".

The best school of this kind on the Bengal side of India is the Allahabad City School (see North-Western Provinces' return). It is worked as are the Madras schools, with this exception, that none are turned away for being too poor. The church offertory meets half the expenses, which the Government under Lord Canning's rules double. Day schools for the poorer classes are the great want. In Agra, where there is a large low class population, there is absolutely no Protestant day school. It would not be difficult to send the better classes to the Canning Protestant Girls' School, while a mixed school in cantonments would absorb the poorer children, and more use might be made of the regimental schools. In India it is the exception to see civil children admitted to regimental schools.

Day scholars at the higher class schools.

(13.) But the question of day scholars at our higher class schools must not be lost sight of. Although so much good to each *individual* is probably not gained by day scholars as by boarders, the class who can afford to attend in the former capacity is very much the larger. And no school should be allowed to close its doors to day scholars. In the schools of the plains they have generally been received, though sometimes only tolerated. At Bishop Cotton's School, Simla, a strenuous effort to resist their admittance was made. This was overborne, but the fees were fixed so high that the attendance of day scholars is much smaller than it ought to be. At the same time the Educational Department opened a day school under a highly paid educational officer. It was a trial, I believe, and I am not prepared to say that a day school would not be advantageous at Simla as elsewhere, but it should be preparatory and economical. The Inspector of the Circle informs me it was meant "for the children of clerks in the offices". These should be welcome at Bishop Cotton's School. A few day scholars are received at the Punjab Girls' School. There are private schools for this class more centrally situated, but the former would probably be the favourite were there no restrictions on admissions. Caineville House at Mussoorie takes a few day scholars for special classes only. Mussoorie School also selects its day scholars. The rules are most strict The Head Master has full power, and apparently exercises it. But five day scholars are shown in the return. I am informed that a similar spirit has been exhibited at the newly-established schools at Nynee Tal, but the committee have insisted on the admission of day scholars.

It will be admitted that there are disadvantages in the free admission of day scholars, and that the masters feel them more than other people. But the schools are founded for the benefit of boys rather than that of masters, and the masters are not altogether the best judges of the general question. Private school masters cannot afford to exclude day scholars. Teachers in semi-public schools, with endowments or grants of public money for their support, should have their rules carefully marked out for them.

The scale of fees.

(14.) The scale of fees should also be fixed to encourage the attendance of resident boys, not as would seem to be the case with the view of indirectly excluding them.

The figures entered in my statements are maximum rates. The highest fees are taken at Mussoorie School; even the Bombay schools, where every thing is dear, do not charge so high. The Diocesan Board thus refer to this question in their sixth report (for 1869):—

"The Board learn that some disappointment has been expressed that the terms of this school have not been considerably lowered, on the assumption that the funds originally raised from the public to secure its continuance had handsomely endowed it. But the fact is overlooked that the funds so raised were devoted, not to the endowment, but the purchase, at a cost of Rs. 1,20,000 of its property and good will, as mentioned in the report of the Board for 1867. Several of the school buildings are old and inconvenient. They were erected from time to time to meet emergent wants and without any general plan. Additional accommodation is greatly needed, and the erection of buildings now urgently required

will necessitate a further large expenditure of money. The cost of these improvements will for some time to come absorb all surplus profits. It must be mentioned, however, that since the original funds were raised towards purchasing the school, the Archdeacon of Calcutta has handed over to the Board a share of the monies which he raised as a memorial to the late Bishop Cotton, and this is invested in a note of Government 5½ per cent. securities for Rs. 53,600, but the interest of it is only sufficient for part payment of the salary of the Head Master. At the same time, while the rates of payment at Mussoorie School are somewhat high, it must be remembered that there is accommodation at the other hill schools at Simla and Darjeeling for those whose means are limited".

The disappointment referred to seems to me to be most natural. It has been stated that the late owner expressed a wish that the character of the school and the rate of the fees should not be lowered. I have heard this denied on good authority, but however this may be, unless it was a condition of the sale, no more need be said about it. The real objection to lowering the rates is that even now as many boys apply for admittance as there is room for. Still I personally know cases where Protestant boys are being sent to the Roman Catholic institutions at Mussoorie and Agra, as the parents cannot afford Rs. 550 a year, which the Mussoorie School fees amount to. Mussoorie as a hill station, centrally situated and largely resorted to by a class whom circumstances compel to educate their children in this country, will always command the school market. The fact that there are many persons who are unable to pay the fees asked at this and similar schools was commented on in the Home Department correspondence with the late Archdeacon on the Hill Schools Nomination Endowment Fund. And the empty condition of St. Paul's School at Darjeeling, and the available accommodation at Bishop Cotton's School, Simla, shows that it is not sufficient only to provide school-room. The question of fees is a very important one, secondary only to that of the class of staff to be maintained.

The holidays.

(15.) Of all the schools, the one that receives its pupils for the shortest period is the Mussoorie School. This is also a relic of the former management. Generally a somewhat long period of holidays is enjoyed at Christmas, but the Mussoorie School is the only one that gives so long a recess as three months. The usual time is two months, and there is, with few exceptions, a short vacation at Easter and again at Midsummer. Wednesday and Saturday half-holidays and last Saturdays in the month are also known. It is curious how this official holiday has been adopted in schools that pride themselves on their private character. Some few charitable institutions allow no holidays, but most of them follow the example of the higher class schools. These lengthened vacations are by some school masters thought to have a very injurious effect on boys and masters. The homes of the former are not always the best place for them, and even boys of exemplary character often return in a strange state of unrest. And this is more especially so in the case of poor children from orphanages or charitable schools. One school of this class I noticed allowed but one Saturday in the week, in all 52 holidays in the year. The masters perhaps could not always stand the constant strain which this would involve, but it is a preferable arrangement to that which gives the boys schooling for less than eigth months in the year. The Revd. Mr. Stokes of Mussoorie School mentions that "the holidays are a very disturbing factor" in calculating average expenses. But when, as in the present case, comparisons are made between schools that are open for different periods, the result is not very satisfactory. In reporting on the Lawrence Military Asylum at Sunawar it was mentioned that the practice which prevailed of giving boys unlimited leave, totally irrespective of holidays or not, vitiated all averages. In the same way in the schools now under discussion there is generally no exact record of the attendance of children. In some aided schools, where the grant-in-aid rules are strictly adhered to, the usual system for calculating attendance is in force. But the returns sent me for many schools refer oftener to the numbers present at a certain period than to the average attendance of the year. These are small matters: at the same time they are the more easy to correct.

(16.) Closely connected with the question of holidays is that of examinations. The practice varies greatly in the different schools. In the Punjab the Educational Inspector examines all the European schools. In the North-Western Provinces the Mussoorie schools are never entered by an official; other aided schools are examined at times, but not regularly or systematically. The same may be said of the Bengal schools. All schools hold their yearly examinations independently of any official examination that may have been made. At Simla, Mussoorie, and Darjeeling these are almost always conducted by the masters of the schools. At the presidency towns, at Allahabad, &c., gentlemen give their services gratuitously. This practice at one time obtained at the Lucknow Martiniére; now the examinations are partly conducted by educational officers unconnected with the school, partly by the masters of other classes.

The examinations.

These systems are open to objection. Gentlemen giving their services gratuitously are unlikely to make remarks that will cause offence. And so, although the truth is told, perhaps the whole truth is not told. Where these examinations are supplemented by a thorough investigation by educational officers, the result of which is forwarded to the school committees, as in Madras and Bombay, all is done that under the present system is possible. Examinations held by the masters themselves, even when they do not examine their own classes, must be somewhat partial; and where, as in the case of some of the North-Western Provinces and Bengal schools, there is no examination or even an inspection by Government officers, the system seems defective.

In England and Scotland now-a-days a great deal of stress is laid on this question. Systematic written examination by independent examiners is much insisted on. In this country the junior classes at least are supposed to be sufficiently tested by *viva voce* examinations, but the thoroughness of this plan may be doubted.

Mr. Fearon writes* "merely oral questionings of scholars, whether by the masters, by casual strangers, or even by professional examiners, are, in the present day with the numerous and difficult subjects which constitute the curriculum of a good secondary or superior school, perfectly inadequate tests of the character of such a school. Even in a primary school, with its comparatively narrow curriculum, such a test would be considered unsatisfactory in England".

IV.—Proposals for combining and organising the schools under Government supervision.

(1.) The foregoing remarks lead up to the suggestions which I now offer. It appears to me that a Government that annually spends £22,000† in aiding European and Eurasian schools should exercise a more direct influence on their education than it has hitherto done. Perhaps more might have been done by the several Educational Departments than has been, but the Directors have acted on what they understood to be the policy of the Government. That undoubtedly was to aid and foster local enterprise, and not that Government officials should assume a direct control. In my judgment the time has come to make that control real, instead of vague and uncertain as it at present is. Hitherto it has been an opinion generally held by educational officers that they could only inspect and advise, but advice that is always disregarded soon ceases to be offered. And the result is the present system of disorganisation and disunion. The Roman Catholics exhibit a very different picture. Their schools are arranged on a system, one supplementing another. Children of the poorer classes are brought up to a moderate standard of education; exceptional intelligence is rewarded by translation to a higher class school.

Separate grants to denominational schools unnecessary.

	Rs.
† Bengal	37,800
N. W. Provinces ...	42,000
Punjab	18,000
Central Provinces ..	6,900
Mysore	16,600
Hydrabad	12,000
Bombay	40,000
Madras	43,000

* Schools Enquiry Commission Report.

This example, I think, we might well copy. At present our schools are under separate committees,—some denominational, a few unsectarian. The Government of India would probably decline to recognise the different branches of the Western Church beyond the two great divisions of Protestant and Roman Catholic. The schools of these churches cannot probably work together; but it produces weakness to countenance Presbyterian, Church of England, Evangelical and Ritualistic schools, and to aid them separately. Our numbers in this country are not sufficient for such distinctions. Lord Canning thought that Presbyterian, as well as Roman Catholic, schools might be established in the hills and plains, but it has not been so. Only in Bombay and Bangalore have Persbyterian schools been established, and neither have been very successful. Lord Canning took a broad and statesmanlike view when he conceded the claims of all religions to share alike from Government. Yet it would perhaps have been better had no separate Presbyterian schools been established. On the other hand the Roman Catholics have not received, more specially on this side of India, that State aid which they had a right to expect. In Northern India, in Madras and in Calcutta, Presbyterian and Church of England boys have learnt together. A great deal would be gained if this system was expanded.

The formation of a Central Board.

(2.) The first necessity would be a central board composed of all denominations, and with a Government official as Secretary. The present Calcutta Diocesan Board of Education has not fully answered the object with which it was formed.

"These were said to be to advance the cause of Christian education in India, especially amongst the children of European and Eurasian population. This, its general object, it will seek to attain more particularly by improving existing schools, by aiding in the establishment of new schools, where such are needed, by raising money to assist local efforts, by bringing masters from England and paying their outfits and travelling expenses, by obtaining the best school books, by facilitating the regular inspection and examination of schools, by diffusing information, and by advising school managers both as to applications for grants-in-aid from Government, and about other points on which local committees are often at fault".

While it has done good by raising money, by bringing masters from England, &c., it has not fulfilled its purpose of obtaining the best school books, or of facilitating the regular inspection and examination of schools. At the same time it has over-stepped its bounds, and professedly taken up the direct management of the two important schools at Mussooric. And this while there are other schools with which it has no interest or sympathy. It might seem advisable to invite the Metropolitan's attention and that of the Board generally to the position they occupy with regard to the Mussoorie schools, and the attitude those schools assume with regard to the Government; at the same time to suggest the submission of proposals for the formation of a more representative body than now exists. I do not know that the success of the London School Board has been so decided as to invite imitation, but the faults in its constitution might be avoided, while such powers as it worthily wields might be accorded to a central board at the presidency. The only alternative would seem to be that the Government should assume direct control over all scholastic institutions. In France or Italy this course would be at once adopted; but as its effect would be, besides other objections, to stifle all private effort, I do no more than mention it. The first labors of a central committee would probably be to form the present isolated schools in a strong chain. While we have institutions of all kinds affiliated to the Universities, we have none who profess to bring up children as their fathers were brought up, and yet the great mass of European children would be much better off were they brought up as they must live. No body will be supposed in these days to contest the advantages of a superior education. But, as we cannot afford the best to all, our object should be to ensure that all may be able to obtain what is best for them, and that the great mass are not left uncared for while the few are provided for.

Schools to be graded.

(3.) In England and Scotland it is now a common practice to divide the schools into preliminary, modern, and classical, or in other words into classical and commercial. Some such scheme is imperatively required in this country. The Bengal schools would

seem to me to fall of themselves into the following grades. (I omit the Roman Catholic schools; they are already graded.)

I. Colleges.	II. Schools self-supporting.	III. Charitable and pay* schools.
The Doveton.	St. Paul's, Darjeeling.	La Martiniére.
	Calcutta Boys' School.	Free School.
	Boys' School at Howrah and Hastings.	Benevolent Institutions.

The wants of Northern India would be fully supplied if the Bishop's schools at Simla and Mussoorie alone had college classes; while other institutions would be thus ranged:—

Bishop's School, Simla.	Allahabad High School.	The Lucknow Martiniére.
Mussoorie Schools.	Nynee Tal School.	City Mission, Allahabad.
	Lahore High School.	

Where parents objected to sending their children to the hills, their college education could be well carried on at the Muir University, Allahabad, or at the similar institution at Lahore.

An isolated school like the Bishop School at Nagpore might, if necessary, educate a boy for the Entrance Examination, even although the sister institutions at Allahabad, Lahore, and Poonah were no longer affiliated to the University.

The Madras schools have already fallen into position as follows:—

I.	II.	III
The Doveton College.	Bishop Corrie's Grammar School.	The Asylums and Day Schools.

A similar good turn should be done for Mysore. There is no room for a Church of England and a Presbyterian school running the same course and occupying the same ground. When united, it would probably be advisable to continue the affiliation to Madras University, but the few boys who went beyond the Entrance Examination should continue their studies at the Doveton in Madras.

The Diocesan Board of Education in Madras has not of late shown much vitality, and amalgamation with a missionary society has been talked of. A central board at Madras should legislate for this class of schools in Mysore and Hyderabad as well as Madras itself. Although nominally connected with the Government of India, the sympathies of both these administrations are with Madras. In the same way there should be but one school with a college department for all Bombay.

An amalgamation of the four educational societies now existing in Bombay into one central board, with committees instead of societies managing the schools themselves, would be a step attended with many advantages. At present the Educational Society only interest itself in the poorer classes; in fact, practically it confines itself to the Byculla institutions. The Scottish Orphanage Society is similarly restricted, so that two fresh societies had

* Pay school is a term denoting schools where children not altogether indigent are received on payment of small fees.

to be formed to take up the education of the classes who were not objects of charity, but who were not able unaided to support their own schools; and the City Mission has quite lately been started with the view of establishing poor day schools. There would be no real difficulty in amalgamating all the societies, if the Government were to move in the matter, care being taken to preserve the property of each society for its own exclusive school. But the experience of the last few years has shown that religious differences throw obstacles in the way of a voluntary collusion.

Similarly, *mutatis mutandis*, a reconstruction or re-assortment of female schools would be advisable. In Calcutta the Doveton would probably receive the highest classes, the Calcutta Girls' School the next, and the Martiniére the orphaned and indigent children of the same classes. The European Female Orphan Asylum and the free schools would naturally prepare for the lower standards, much of their teaching being industrial.

The first minor requisite would be in some instances a re-naming. The Martiniéres are probably called colleges because that word appears in the Founder's Will, but it is not a condition of the bequest that the institution should become a college, as it is now understood. The real meaning was probably not known to the testator, or indeed in the country at all, at that time. The importance of choosing suitable names for schools, and of adopting the well-known term of Head Master in lieu of that of Principal, is commented on at length in Reports on Colleges and Schools in India, generally attributed to the pen of Bishop Cotton, *Calcutta Review* No. LXXXIII.*

Further duties of the Board.

(4.) Having arranged the status of the schools, the Board's chief duty would probably be to select masters and mistresses for the different schools, to diffuse information of the best new school books and perhaps to arrange for their supply, to raise money in aid of local efforts, and to bring to the notice of local committee generally the successful efforts of others working under similar circumstances. And if the French system were adopted, by which the funds of a prosperous school were taken to aid a struggling institution, the Board would also have a general financial control.

But before speaking of the education to be afforded, or of the financial assets of the question, it will be best to refer to the inducements the Government should hold out to secure the co-operation of existing committees; in other words, I would suggest a reconsideration of the question of grants-in-aid.

Alterations suggested in the grant-in-aid rules.

(5.) I have drawn attention to the fact that it is only in the Governments and Administrations subordinate to the Supreme Government that the spirit of Lord Canning's minute has been allowed to affect the grant-in-aid rules in force in each province. In Bombay, and, I think, in Madras, building grants have been given in accordance with the conditions of the Viceroy's minute; but in other respects European and Eurasian schools have been treated under the ordinary educational

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* "Since the school received this munificent bequest, its success has been uninterrupted; many difficulties were removed, and many benefits accrued. Among the latter, not the least was the change of name. The affected title "Parental Academy" was burnt up in the fire, from which the Phœnix rose into renewed life as the Doveton College. We cannot think with Juliet that there is nothing in a name. Such appellations as "Parental Academy" and "Young Ladies" Institutions tend to foster the faults of vanity and puffing. We do not want to train girls to be young ladies, but useful Christian women; and while it is most important for a master to be parental in his care of his pupils, he need not proclaim this in the name of his school, any more than he should call it the "Virtuous Academy" or "Pious Academy," however much he may try to foster piety and virtue. Nor should we substitute *Sex qui pedalia verba* like institution or academy for the dissyllabic 'college' and the good old downright 'school'".

* * * *

"We are glad to see that in the Simla and Darjeeling schools, and in the reports of the Diocesan Board, the word Head Master is always applied not to the second, but to the first officer, and we accept this as a pledge that he is really to teach the boys and move among them, instead of sitting aloft in some remote Olympus, adding up accounts, arranging the dietary, receiving reports from subordinates, and drawing up returns for the Director of Public Instruction. We do not mean that the Head Master should have nothing to do with such details; we trust that under his auspices the acquisition of habits of neatness, order, cleanliness, and punctuality will be among the chief benefits conferred by every one of these schools; we only mean that, among the details with which he personally concerns himself, the largest share of his time and attention should be devoted to teaching".

rules of the presidency, which I have explained before are the salary grant in Madras and payments by results in Bombay. And I have been led to the conclusion that, at least as far as European and Eurasian schools are concerned, either of these systems is preferable to the method in force on this side of India.

Here schools for European and Eurasian children are most unequally treated, so that a special enquiry would be necessary to understand the grounds on which each grant is made. This inequality frequently results from the different construction Head Masters of European schools put on the rules, and their desire to be as independent as possible of the Educational Department. And some schools have not as yet availed themselves of the rules at all, while others receive aid under special grants, and some even from two departments. On the other hand, in Madras and Bombay, no case occurs of a school remaining unaided, and consequently independent of and unknown to the Educational Department.*

In those presidencies, the Directors of Public Instruction have always been able to get me information, while in Bengal one or two schools, although aided, have not furnished the Director with the information asked for, and in some the school authorities have given me information only under direct orders from their respective governors.

(6.) Should the Government see fit to take power to arrange the schools on a system, and to bring them into communication with the Educational Department, it would probably sanction different rules for the various styles of schools. While grant-in-aid on one system would suit the circumstances of the high schools and others professing to give a liberal education, the same rules would probably be inapplicable to the institutions I have classed as lower.

Higher school: payment-by-result recommended.

For the higher schools I would suggest that payment by results or on the salary grant system should be the rule. There might be different standards for the college students, for the schools preparing up to the University standard, and for commercial schools. In Bombay the same rate of payment is not now adopted for and European native schools, as will be seen from the following extract:—

For European and Eurasian Schools.

		1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard	I	4 Rs.	3	3	...	10
„	II	5	4	4	2	15
„	III	6	5	5	4	20
„	IV	7	6	6	6	25
„	V	10	10	8	8	36
„	VI	13	13	10	14	50
„	VII	20	20	15	20	75
„	VIII	25	25	20	20	90
Matriculation...		...	...	...	...	150

As yet no European or Eurasian school in Madras has presented itself for aid under the results-payment salary system, but all are subsidized under the salary-grant system. Perhaps this is due to a respect for existing system, perhaps to the inelasticity of the rules. But in Bombay the schools for the richer and poorer classes are all subject to the result of the examinations. Any newly established or private school which gives timely notice can be brought on the list of aided schools. And when recognized the Bombay rules liberally and justly allow a grant of half the first year's expenditure; that is, assistance is afforded to it when most wanted, carrying out the spirit of Lord Canning's resolution, "from the opening of each school it should receive a grant-in-aid to the full extent allowed by the rules". Perhaps my feeling in favor of the results-payment

* The small Gordon Refuge is almost the only solitary exception.

system is due to the hold which I cannot help seeing it gives to the Educational Department over the Secretaries and Managers of these schools. But Madras controls these not very tractable bodies equally well, and, as in Bombay, affords the schools the inestimable benefit of examinations by professional officers. It is only in Bengal and the North-Western Provinces that educational officers have officially taken no interest or action regarding these important schools.

The result-payment system, it seems to me, can be introduced into all the higher class schools, whereas the salary-grant rules are said to be not altogether applicable to Roman Catholic institutions. The religiosi work in their schools without a salary, merely receiving food and clothing, and this renders State assistance based on calculations of salaries difficult. In Madras schools so worked are aided as a matter of course, but in the North-Western Provinces objection is taken to the system, and as a rule no aid is given. In Madras the Director of Public Instruction and the managers of the schools settle how much of the clergyman teacher's salary is fairly debitable to his teaching duties. Where no salaries are paid, the cost of food and clothing are taken in lieu. But no grant is given unless the teacher is teaching or examining classes four hours a day.

Lower schools: equivalent grants proposed.

(7.) For the lower schools, and I am here speaking of the lower schools only, the result-payment system seems unsuitable, in as far as it tends towards an ambitious style of education comparatively useless to the majority of the boys, and yet involving a highly paid staff of teachers burdensome to the funds. This danger would be increased rather than diminished by connecting them directly with the Educational Department, and therefore in that case special provision should be made to guard against the evil. Such schools should aim at the general diffusion of humble but practical attainments for the many, rather than a high standard for the few. The Madras Government have given us a good precedent in the method of affording aid to this class of schools. Refusing to be bound by the limitation introduced into Lord Canning's rules, that Government aid was to be afforded only to the extent of half the educational expenditure, they have sanctioned grants equivalent to the totals of subscriptions and donations to the Orphanages of Bellary (Roman Catholic as well as Protestant) and Vizagapatam. The Supreme Government have similarly allowed two relaxations of the general rule,—one in the case of the Henry Lawrence Memorial Asylum at Murree, and the second in that of the Orphanage at Hyderabad in the Deccan. This practice, in my opinion, seems thoroughly to fall in with the spirit of Lord Canning's rules, by encouraging local efforts in favor of the poorer class by doubling every rupee which is subscribed on their account. Such a liberal interpretation of the rules as applied to higher class schools is not required. And as yet to poorer schools its application is exceptional.

A case which has just occurred in the Punjab may be quoted as an illustration. The Mayo Industrial School applied for aid, on the precedent of the schools above mentioned, to the extent of half its total expenditure, on the plea that while its direct teaching expenses were small, industry was only a branch of education, and that it was doing more good to teach poor children to live by industry than by simply educating them. The Punjab Government has not found itself able to sanction the application, as the grant-in-aid rules only allowed aid for educational purposes, and the Punjab Government was not competent to make any exception. The result consequently must be that the industrial element in the school's teaching must be abandoned in favor of a higher education at all costs.

An experiment might, I think, be tried with advantage, and poorer schools, which bind themselves to put educational and industrial teaching on an equal footing, should be aided by grants equivalent to the annual income from other sources, without restriction as to the manner of expenditure.

The schools coming under the head "charitable and partly pay" in paragraph 3, section IV, should be so aided. Some of these schools draw special grants, and some are aided from more than one Government source. The subsidies in some instances do not even appear in the educational budgets. I think if the methods of affording State aid now recommended be adopted, it would be best to cancel the old special grants, and reconsider the claims of each school on its existing merits. Perhaps where the system of grants equivalent to annual income was adopted, it would be equitable to fix the total of the present grants as a minimum. Lord Canning's object is scarcely attained when so many schools are left unbenefited by his liberal rules. And the apparent object of the committees in not presenting their schools for aid must be the fear that their original grant would be lessened. Thus they lose that incentive to increasing their private income which it was the object of Lord Canning's minute to supply.

The few schools which receive no State assistance require some mention. The only Martiniére institution which is aided is the female school at Lucknow, comparatively of recent birth. The funds of the older schools are quite sufficient as the schools now are, but it is desirable, as I have elsewhere suggested, that efforts should be made to expand these institutions and make their benefits more widely felt. Money, I believe, is not wanted, but Government supervision is required. And if the one be held to be contingent on the other, I still see no cause for hesitation. For if a small annual outlay on the part of Government is necessary to obtain for them the assurance that the large Martiniére income is well spent, it should certainly be given.

Other now unaided schools would gladly apply for aid on the result-payment system, and the managers of the Martiniéres, the Calcutta Free School, Civil Orphanages, Madras, and the Educational Society Schools in Bombay, would probably submit to the test system in preference to that of equivalent grants, inasmuch as Government could not be asked to double that part of their income which comes from endowments of many years' standing. But, as I have already said, the objects of these schools are not educational only. They ought, therefore, to be aided like other lower class schools.

For the higher schools then I would suggest the adoption of the results-payment or salary grant system; for the lower schools a grant equivalent to the annual income.

I have made no attempt to calculate the cost to the State of the adoption of these systems. Such an attempt must be conjectural, and the object to be attained is one which is not to be measured by its money cost.

Miscellaneous proposals.

(8.) The recommendations already made are then :—

1*st*.—The systematic organisation of existing schools.

2*nd*.—The formation of a central board.

3*rd*.—The change in the grant-in-aid rules which would allow of all schools receiving assistance according to the objects they aim at and the results they show.

The adoption of these views would naturally entail the defining the powers of the central and local governing bodies, of the Head Master, of the Educational Department, and the relations of all these to one another, the promulgation of standards of education suitable to each class of schools, the regulation of holidays, and also of fees.

I have already referred to the advantages that a central board of education might confer by settling the status of schools and by becoming a reference on all matters of general policy. Such questions could hardly be satisfactorily settled by the several Directors of Public Instruction, who on this side of India are fine independent authorities. Forwarded with the opinion of these officers a general line of action could be adopted by a central body holding an official position. The Diocesan Board are already unable to extract information even from those schools which have accepted their aid. And to cause the Central Board to act with vigor and authority, it seems necessary to appoint an official as Secretary.

With grants payable according to the result of examinations, and with a central board generally regulating the affairs of these schools, it is possible that the advantages which the existence of local Committees ensure would be retained, while the worst features of the system would be modified.

I know of no school so administered by a committee that has not suffered at some time or other from constant changes among the managing body, or from the varying degrees of interest they from time to time exhibit. There should be means of averting this.

There are other schools again whose Committees have not met for one or two years.

I would suggest that the European and Eurasian schools in the presidency towns should be connected with central boards, and in up-country districts with the local educational committees. Clauses in the grant-in-aid rules should empower the supervising local committee to inspect the domestic economy of boarding schools, to bring to notice of the Director of Public Instruction over-crowding, bad feeding, or neglect of sanitation. Through their Secretary, generally a civil officer, the monthly accounts should be submitted, and as a final remedy they should have the power to step in and assume control.

I advocate this appointment of local committees, such as I have described, only to meet emergencies such as have actually recently occurred. At Woodstock House, Mussoorie, the Lady Superintendent suddenly abandoned the school and went to England, dispersing the children at the commencement of the school term. And at Agra a somewhat similar case occurred, but the Chaplain's wife, he being local Manager, took charge and prevented the breaking up of the school.

It will be noticed that I have suggested this auditing and supervision for all schools alike. The interest of Government in the education of its poorer white subjects is so great that I conceive it cannot stand aloof even on the plea that it has not subscribed to the funds or interfered in the management.

No more is suggested than this, that power should be reserved to officials who can be held responsible to interfere when necessary.

In England, even after a long period of non-interference, it has been found absolutely necessary to legislate for the better government of the great public schools. It would surely be wiser for the Government in India now, in the early days of these schools, to take steps which should render future direct intervention unnecessary.

The schools that are at present independent of Government aid are the Martiniéres and the Doveton in Calcutta. The former were specially left to "the good offices of the Government and the Supreme Court;" the latter has not been so well cared for; it has indeed eaten into its capital, so that there seems every reason that the Government should actively interest itself on its behalf.

Yet while means should be taken to guard against stagnation, it is as necessary to restrain local committees from undue interference with the resident managers. I have already pointed out that the Head Masters of the Martiniéres are almost cyphers, and that too constant interference has caused many changes and consequent expense at the Doveton College.

It would be obviously necessary, in organising the schools on a system, to define the duties of these local committees and the relative positions of the masters towards them. When once the status of a school, the curriculum it is to follow, and the standard it is to work up to, are authoritatively laid down, the duties of the committee would seem to be confined chiefly to [illegible] finance and ensuring that the benefits of the school were extended to the greatest limit and reached the classes for whom they were devised.

Consistently with this scheme, as much power as possible should be left with Head Masters, regard being had to the class of schools. In the higher class of schools he would be entirely responsible, and should be judged by results. In his hands should be the appointment of assistant masters, subject

only to the proviso that no one without special qualifications from an European institution, or uncertificated in this country, should be so employed. Certificates of moral character, education and teaching power would also be required from female teachers. In Madras this system already exists and might be generally adopted. In France, and, I think, Italy, they go much further, and no professor, tutor or even master of a private school is permitted to instruct youth until he has received a departmental diploma. For young boys female teachers should be employed to a much greater extent than at present, and the plan of pupil teachers should be introduced at least into all schools of the lower class. As important as the employment of qualified teachers is the question of their promotion and of their title to pensions. In schools of the higher class in England it is no doubt advantageous that assistant as well as head masters should remain for a long time. The men who fill similar positions in this country are of such different calibre, and serve under such different conditions, that I am not of opinion that the same rule holds good? A successful Head Master can hardly remain too long. But in the lower ranks fresh blood and incentives to exertion are very necessary. The late Mr. Handford's remarks on this point are apposite :—"Does not think it advisable to keep the masters many years in the institutions. The committee should encourage and help deserving masters to get higher employment elsewhere, so that there may be regular promotion at intervals; thinks the Martiniére has suffered from stagnation, and its necessary results dissatisfaction and want of spirit. The masters in scale recommended should understand that three years' satisfactory service would lead to promotion if the Governors or Principal could possibly obtain it. Pupil teachers should be selected from the best boys, and after one or two years' good service should be sent to Roorkee or elsewhere, the object being to secure cheerful diligent work, and by a continual flow to prevent stagnation." While I think that much might be done by governors and educational committees to promote the interests of deserving under-masters, I am not in favor of giving pensions to employés of particular institutions. If the deputation of an officer of the Educational Department to a school of this kind is recommended, it would be quite possible to arrange, as Mr. Peile recommended in the case of employés lent to Native States, that a portion of his salary should be payable to the Government Treasury towards his pension.

Improved prospects could be secured by the adoption of a system of incremental salaries, and by the recommendation of worthy and qualified officers for Government employ. But the establishment of a pension fund would in my estimation make removal of inefficient officers still more difficult than it now is. The following rules, 57, 58 and 85 of the new Dulwich scheme regarding appointment and removal of masters seem worthy of adoption :—

"Every Head Master shall be appointed by the Governors. The Governors may dismiss the Head Master without assigning cause after six calendar months' written notice given, in pursuance of a resolution passed at two consecutive meetings held at an interval of not less than fourteen days, and duly convened for the express purpose of considering the matter, such resolution being affirmed at each meeting by not less than two-thirds of the Governors present.

"The Head Master of the college shall appoint and dismiss at his discretion all assistant masters, lecturers and teachers in the departments of which he is Head Master.

"The Head Master of the college shall forthwith notify every appointment to the Governors, and on the occasion of any dismissal he shall make a full report to the Governors."

The duties of the officers of the Educational Department should be defined to consist in reporting on secular education, in fixing the grant-in-aid earned, in seeing to the question of the qualification of the masters or mistresses, and in calling attention to the expenditure on tuition, &c. Their reports should be forwarded to the school and local committees for their guidance. Annual reports should be required from local committees. These would naturally differ according as the school was simply an educational institution, as Bishop Cotton's School or the Calcutta Boys' School, or a home, as the free schools and Madras

civil orphanages. But they should be written on on a system : for the present the headings as below might be adopted :—

History.	Sanitary.
Finance.	Accommodation.
Government.	Educational.
Administration.	Institutions.
Results.	

The advantage of these reports is to the reporting body themselves, who have thus an opportunity of taking stock and are brought face to face with details.

It should not be in the power of the Educational Department to alter the standards of education. These would be authoritatively fixed for the different classes of schools, and would be unchangeable, unless by supreme authority. Closely connected with the educational question is that of scholarships. The establishment of the Hill Schools Nomination Endowment Fund is a strong corroborative of my statement that the circumstances of parents generally are not equal to paying the fees the hill schools ask. Whether the nomination scheme as at present devised will answer I cannot say. It seems almost too complicated. But the kind of action the fund rules contemplate is much required. It was part of the scheme of the projectors of the hills and plains school "to attach to the latter scholarships which should enable the boys obtaining them to continue their education at the higher class schools in the hills". Bishop Cotton rightly foresaw that the error we were most likely to fall into would be "the constructing a scheme above the reach of those whom it is most necessary to benefit". If we now adopt a regular grading of schools, and a reduction of expensive staffs, money will be available for establishing scholarships, and retrieving as best we can the error we have fallen into. Those given from schools in the plains will doubtless be advertised, and their existence will attract a desirable class of boys to the school. In the same way the widest publicity should be given to the fact that a number of scholarships are yearly available at Bishop Cotton's School, Simla, Mussoorie School, &c. The rules for the Hills Schools Nomination Endowment Fund were published so late as January 1872 by the Diocesan Board, when the original scheme had been three years before the public. I have met with no one out of the ranks of the clergy who is acquainted with these rules, and few know that such a fund exists. In the same way there is no general knowledge of the Martiniére, its object, its conditions of admission, &c.

Standards of education.

(9.) In an earlier paragraph I have suggested the classification of existing schools that seems best to me. It now remains to give an opinion on the standard to which education should be carried at each.

The Bombay standards will serve as a reference.

Charity schools, such as Free Schools, Calcutta, the Benevolent Institution, Madras Civil Orphanges, the Byculla Schools, Bombay, and probably the Martiniéres, should not carry boys beyond the IVth standard. The only exception to this would be in the case of pupil teachers, both male and female.

Standard I.

Maximum of marks.	
100	1*st Head.*—Arithmetic, multiplication tables to 12 × 12, notation and numeration up to 1,000.
100	2*nd Head.*—Reading Easy Child's Book.
100	3*rd Head.*—Writing words of one syllable on a slate.

Standard II.

100 1*st Head.*—Arithmetic, four simple rules, easy sums in 3 figures.

100 2*nd Head.*—Reading with understanding of the part read and of meaning of words, easy narrative (such as Edgeworth's Early Lessons) : parts of speech to be named.

100 3*rd Head.*—Writing large hand : a full copy-book to be submitted.

100 4*th Head.*—Map of Europe. Countries and capitals to be pointed out.

Standard III.

100 1*st Head.*—Arithmetic, four compound rules, reduction.

75 2*nd Head.*—(*a.*)—Reading, with explanation and parsing, plain narrative (as in Chambers' Moral Class Book).

25 (*b.*)—Repetition of easy poetry : not less than 100 lines to be brought up.

50 3*rd Head.*— *a.*)—Writing text or fair small hand : a full copy-book to be shown.

50 (*b.*)—Writing to dictation five lines from the book read.

50 4*th Head.*—(*a.*)—History of England, as in Henry's Child's Book.

50 (*b.*)—Geography. Add to that in Standard II. Child's elementary knowledge of the physical and political geography of the British Isles.

Standard IV.

100 1*st Head.*—Arithmetic. Add to that in Standard III simple proportion and vulgar fractions.

2*nd Head.*—English—

75 (*a.*)—Reading, with explanation and parsing, not less than 300 pages of easy prose (*e. g.*, Robinson Crusoe, Gulliver, Southey's Nelson), the portions to be selected by the school managers.

25 (*b.*)—Repetition of classical poetry : not less than 200 lines to be brought up.

50 3*rd Head.*—Writing to dictation in current hand a passage not before seen : spelling, handwriting, and grammar to be considered.

50 4*th Head.*—(*a.*)—History, Outlines of Indian History.

(*b.*)—Geography. Add to that in Standard III. Map of Asia, general elementary knowledge of the physical and political geography of India.

The schools that carried scholars beyond these standards would be guided by University requirements, while the aids to them would be calculated on the same principle, that is, payments by results. But before taking leave of this subject, there are two points immediately connected with it which strike me as deserving attention. The imperfect method of grounding boys and girls in English and in Urdu. In the former language sufficient effort is not made to counteract the surrounding influences of this country. English teachers coming from England forget that their pupils are not assisted here by every word they hear out of school as they would be in their own country, and very often pupils are allowed to fuse the two languages together, and to import the spirit and accent of one tongue into the other. In Urdu in the same way what is wanted is grammatical knowledge and scholarship. The lower kind of colloquial idiom is already well known to them. An officer in charge of a large department in which are many European and Eurasian subordinates well describes the deficiencies I allude to. He says :—"These persons of course can speak the vernacular with great fluency, that is, the sort of language used to inferiors and subordinates, but I find many of them have not been taught to write or read it, nor to speak it grammatically, that is, as it is spoken by native gentlemen of education. It does seem to me extraordinary that young men born and bred in India, and who intend to pass their whole lives in the country, their parents being in many cases domiciled here, should not be taught, as a matter of course, how to write and read the language of the country and to speak it grammatically. What would it be said of a boy of English parentage, born and bred in Russia of parents domiciled in the country, never intending to leave it, learning the language only by ear, and never being taught either to write or to read it ?"

Industrial education.

There are many causes which combine to make industrial education more necessary for the lower classes than has hitherto been the case.

Competition with the natives, who are every day acquiring in larger numbers a higher English education, is becoming more severe; the greater facilities of communication with England bring out larger number of applicants for employment, and higher prices in the country itself restrict the means of the charitable, so that cheap schools which turn out boys fit for industrial employment are one of the wants of the day.

Such schools must necessarily be on a large scale, otherwise it would be impossible to provide sufficient instructors.

Holidays.

As to holidays, I would suggest that one principle be recognised regarding them for educational establishments, and another for industrial homes. A suitable scale for the former would seem to be two months at Christmas, a few days at Easter, and a week after the summer heats. There is no special reason except English practice for observing Wednesday and Saturday half-holidays. Probably the Saturday half-holidays and a whole one on the last Saturday of the month would reconcile English precedents with Indian official customs. Vacations aggregating three months in the year should suffice.

In the case of poor schools, boarding and day, I would advise the recognition of no fixed holidays. One day in the week would allow of a break in lessons, and if the friends of any children wished them to have reasonable leave of absence, it should be granted, whatever the time of year. The circumstances of this country are so different from anything we know at home, that I am inclined to think that the precedent established at Sunawur, against the rules and without authority, should be formally adopted.

Leave of absence from the military asylums should be allowed at any time when parents are in a position to take away the children. Fixed holidays at stipulated times, such as Christmas and Midsummer, may often cause inconvenience. And similar rules should, I think, be adopted for civil asylums.

V.—Summary of proposals.

The suggestions offered are summarised below. They point, it is hoped, to more effectual distribution of Government aid, to the co-operation of the Educational Department, useful for its experience and local knowledge, and to the better disposal of existing funds by the larger spread of a more useful and practical education. Matthew Arnold, in describing the condition of things in Prussia, seems almost to epitomise what I wish to see established here.* He says :—"All the secondary schools of Prussia have a public character, are subject to State inspection, must bring their accounts to be audited by a public functionary, and can have no masters whose qualifications have not been strictly and publicly tried." Again he says :—"The State makes the administration of education as local as it possibly can, but it takes care that education shall not be left to the chapter of accidents."

Recommendation.

1*st.*—That the State should assume direct control over all schools, so far as is necessary for classifying them in grades; and for providing that in the lower schools the education should be to some extent industrial; and that a few schools only should be encouraged to prepare boys for the University course.

2*nd.* That the higher schools should be aided on the "payment by results" or the "salary grants" system; lower schools on the "equivalent grant" system.

3*rd.*—That promising boys should be carried from mixed schools in the plains, or from lower class schools, by means of scholarships, to affiliated schools in the hills or to native colleges in the plains.

* Schools Inquiry Commission.

4*th*.—That day scholars should be admitted to all existing schools, and that new day schools should be encouraged and subsidised.

5*th*.—That no schools should be able to *claim* building grants, Government assistance being better employed in amalgamating boarding schools, and in developing day schools, aided either by salary grants or payments by result.

6*th*.—That a central board of education should be established at each of the presidency towns, which shoud have control over all schools within their jurisdictions; that Government officials should be placed on the committees of all schools; and that all schools, including those of the railway companies, should be subject to examination by officers of the Educational Department.

7*th*.—That head masters and head mistresses of higher schools should be left untrammelled in minor details; but that orphanages and day schools for the poor should be strictly and minutely supervised by committees or secretary.

8*th*.—That the religious education given should be carefully guarded, either by a conscience clause, or by broad rules of exemption, so as to allow of children of the different churches being educated together.

9*th*.—That the central board might arrange for the surplus income of prosperous schools being applied to the wants of a poorer neighbour, due care being taken that the paying school should not suffer injury.

10*th*.—That in order to introduce effective economical superintendence the expenses of the various classes of schools should be restrained within certain limits.

11*th*.—That the system of incremental salaries should be generally adopted, the lower classes being taught by pupil teachers with certain defined prospects of promotion.

12*th*.—That great care should be taken in the selection of pupil teachers, "the sinews of English primary instruction," while masters and mistresses must be certificate-holders.

13*th*.—That text books for each class of schools should be carefully selected, and only altered by official authority at regulated intervals.

14*th*.—That the education afforded in each school should depend on its grade; that more attention should be paid to the circumstances of the pupils, less to English precedents; thus the study of English and Urdu grammatically and scientifically should be specially attended to.

15*th*.—That the calendar year should be generally adopted as the European and Eurasian school year.

16*th*.—That while printed reports systematically prepared should be furnished to a central authority by the low class schools, it should be incumbent on educational establishment also to report on the year's work. The accounts to be shown under fixed headings.

17*th*.—That educational committees or district officers should be the official referee for all this class of schools out of Presidency towns, with power to report on, and in cases of emergency to take direct action.

CALCUTTA MARTINIÉRE.

I.

The following extract from the translation of the Seir Mutagherin gives the fullest account I have been able to obtain of the late General Claude Martin. It was published in Calcutta, 1789, *i. e.*, during his life-time.

"Colonel Martin is one of those French who, driven to despair by the misery and famine that desolated Pondicherry in 1760, threw themselves among the English. He has ever been with them since that day; and although constantly employed in desperate affairs (so says the historian Orme, one of the best informed, as well as one of the most eloquent men that ever wrote history), he has never been wounded. Colonel Martin is a man desirous of all kinds of knowledge; and, although he is at the head of a large fortune, which he owes only to his industry, he works whole days together at all the arts that concern watch-making and gun-smith-work, with as much bodily labor as if he had his bread to earn by it. As an architect (and he is everything), he has built himself at Lucknow a strong elegant house, that has neither beams nor cupola, and is so contrived that a single man might defend it against multitudes."

The following memorandum, as well as the greatest part of the summary of General Martin's Will, was furnished me by H. Stobart, Esq., Principal, La Martiniére, Lucknow:—

CLAUDE MARTIN, MAJOR GENERAL, H. E. I. C. S.—Born 5th January 1735, at Lyons in France, the son of a cooper. Entered the French Army, and was engaged on the part of the French against the English in South India under Lally, A. D. 1757-1762. He is reported to have joined the British Army with the rank of Captain. He rose to be Colonel, and finally Major General. This last honor was given him in consequence of his commanding a body of troops at the seige and capture of Seringapatam, A. D. 1799. This campaign and the fatigue were too much for him, and he died on his return to Lucknow on the 13th September 1800, and was buried in the vaults of the Martiniére. He was allowed to rest in his grave till the mutiny in the year 1857, when his tomb was broken open and his bones scattered. These, on the re-capture of Lucknow, were again entombed by Colonel A. S. Abbott, Commissioner of Lucknow. The temporary monument over his remains was renewed, and a handsome monument erected in A. D. 1867. He was long resident at the Court of Oudh, and made himself the Nawáb's *factotum*. He built his palaces, furnished them, imported pictures, statuary, European furniture, carpets, &c. He had a famous breed of fighting cocks, and was very successful as a quail-fighter. There is, in the Shah Najeef, a picture of Martin cock-fighting with Asuf-ul-Doulah. He coined the King's money, cast his cannon, ground his indigo, &c., and by these and other acts acquired a very large fortune. He was also a great lapidary. He left no children.

WILL EXECUTED 1ST JANUARY 1800.

"In the name of the Supreme Almighty God, Creator of the Universe, and of all which exist on the globe, and to whom praise and adoration are due. My most humble and respectful thanks be admitted at the feet of this sublime, unknown, unseen, and incomprehensible Omnipotent for the happiness I have enjoyed on the globe during the time his usual benevolence allowed me in making and writing this my last will and testament in favor of those concerned in it, in hope it will be fulfilled in its full extent, wishing them every happiness possible in this and the other world. My most exalted praise and most respectful thanks be received by the Almighty Creator of all who exist for his most kind clemency to me during my life-time. Being merciful to all, I have great hope he will pardon me the sins I committed, if his creature can commit any, and for any neglect in not having worshipped him as I have been in my juvenile days bid to do; as Omnipotent, the Light of Light, the Creator of Creators, Ruler of all, he directed me, ruled, and commanded my passions, directed my intentions, and acts, and motions, my material body, who at this time write these lines. My soul possessed a carnal body, which he had allowed it for a time, which at his pleasure I shall quit with resignation to his pleasure, but in the greatest hope that the All-powerful Almighty Creator will be merciful to his creature, and will receive this soul of mine to his bosom, as that it may enjoy peace and happiness for ever and ever —Amen."

Preamble.

He gives with restrictions, to be hereafter mentioned, their freedom to all his women, males, eunuchs, &c. His four (4) women, and also "the young one, Sally," were obtained by

ARTICLE I.

him to be his "companions in his good and bad fortune." He had them "virtuously brought up," and they have, he states, "fulfilled my intention to my great satisfaction. God may give them their reward. They are innocent of any guilt. I am culpable or the sinner, if they have committed any by having partook my bed. They owed compliance to my command as their duties." In consequence, he wishes them to have their proper reward. He has every reason to be satisfied with the conduct of his servants and hopes his executors will protect them, as especially his faithful girl Boulone* or Lize. He acquired her at the age of nine (9) years, and had her educated "in the most strict eastern education" *viz.*, "to read and write Persian," &c. He states that "she has always been strict in her virtue and that he has always looked upon her as a most chaste and virtuous wife." He requests his executors to be careful that her pension be faithfully paid to her. He leaves her a pension of Rs. 250 per month. That—

"There may be a sufficient sum to pay all gifts, pensions and others I have mentioned, there is to be set" aside the sum above said of Rs. 6,00,000. He thinks the best investment for his money will be in the bonds of the Honorable East India Company. The building (Constantia) to be kept "in good order." And he concludes the first article thus:—"In case, as I said, by succession of time that the sum that may be deposited exceed by a great deal the interest necessary to be paid for the monthly or annual pension, donations, &c., yearly and monthly as mentioned, and that a sufficiency without interfering or touching any of the principal for the annual or monthly pension and disbursements above mentioned, then they may, after having well considered, make any new establishment for charitable purpose on the same plan and with the same formality to be observed in them as mentioned to those I have herein recommended, that the donor may be known after his death, which ambitious purpose may induce others to make charitable establishments, mankind being more actuated by ambition and vanity. I hope I may be excused for such an idea. Though I have endeavoured never to be said or actuated in doing good act by the vanity of doing it, still often I could not prevent my feeling to be sensible of the pleasure of what I did; and as I have often encouraged and humoured others in their vanities, provided the good act was done, I am in hope that I shall receive the same indulgence, having never had at heart to increase my fortune or worth but for the ambition of doing good to others. I am in hope my wishes and last Will will be executed and fully performed after my death; and to be understood also that at the, or after the, death of those to whom I have given pension for during their lives, at their death these are to be resumed and be brought to the stock of my estate also, to serve to increase the establishment as hereafter will be mentioned, and to create or establish others as I may devise during the course of my life, or, if I have not done it myself, they are to be done as may be devised by my executors, administrators, or assigns, or the trustees of my estate after consulting able men on the subject of establishing useful and charitable establishments for the public good: my executors, administrators, or trustees I may (and I will, if time admit my choosing properly), name them at the end of this Will and Testament."

ARTICLE II.
History of the acquisition of Lize, A. D. 1775.

To Bolone, *alias* Lize, obtained of Mrs. Carriére, he leaves a pension of sicca Rs. 250 per month, also sicca Rs. 200 per annum for cloth. He procures Lize at the age of nine years; he "learns" her great modesty; proposes to her to marry whom she likes; she elects "never to quit him;" "he makes a like proposal to "two other young girls" whom he had brought up, and has them married to men of their religion." Accordingly he keeps Lize, and endeavours to make her happy, and has reason to praise her conduct, since "luck made her fall to my lot in A. D. 1775;" commendeth "her humanity," and giveth her permission to marry after his death, should she survive him, without loss of her pension. She is also to distribute pensions, but not to be interfered with by her future husband; if Lize marries, she is to quit the home in which she is to live with Sally.

Azeenea, sister of Lize.

If these girls make unhappy marriages, the executors are to set them aside if they can, and money may be paid for this purpose; these women are to be protected by law at the expense of his estate.

ARTICLE III.
Sally, Begum.

'Sally, Begum, was a bastard daughter of Colonel Harper, but he would not acknowledge her. Her mother was a woman of "loose conduct," and she alone was taken from her, and "was to have been sent to Mr. Paget who agreed to let me keep her."

* Born 1766; she died 17th January 1834 at the age of 68, and is buried in the Martiniére Park.

She was, being young, placed under the tutelage of Lize. She was left a pension of Rs. 200 sicca per mensem, Rs. 150 sicca per annum for cloth*.

ARTICLE IV. *Maria, alias* Daye, *alias* Barki Bibi.—Pension Rs. 30 per mensem; for cloth, 100 per annum.

ARTICLE V. *Kareemon.*—Pension Rs. 50 per mensem; Rs. 100 per annum for cloth.

ARTICLE VI. *Pannah.*—Rs. 30 per month; Rs. 100 per annum for cloth.

ARTICLE VII. *Gumany*, sister of Lize.—Rs. 30 per mensem.

ARTICLE VIII. *Azimon.*—Rs. 20 per month, and 100 per annum for cloth.

"This pension I am induced to make to that good girl entirely for the gratitude and good attention she has had to the girl Bolone, her sister, and for her attachment to those I recommended to her care; particularly of her attention to my little girl Sally, as I feared her sister Bolone was, or has not been so attentive and so careful to take good care of this girl Sally as I wished she should, and I am in hope this good girl Azimon will continue to take the same care and good will, and render all the service she is able to do to the said girl Sally."

† This boy was procured from a man who pretended to be a Georgian and wished to get rid of the boy to return to his own country. He was brought up by the General, educated in Calcutta; preferred to be a Christian, and was baptised by the name of James Martin. "That man" James or Zulpheekar must look on the girl Bolone as another mother, who, from a sickly forlorn boy, had him taken care of as her own son, and he must obey her as another mother; and as he is able to transact business, he must be made to act for the said girl Boulone and for the said girl Sally, to do both their business on outside, for the payment of the pensions of all those the said girl Boulone is to receive and pay, and in her default the said girl Sally by her agent, and he is to act as their agent in keeping good account and clear and concise." And in default he devises his punishment. Pension sicca Rs. 100 per month; 200 per annum for cloth.

ARTICLE IX. James Martin.

ARTICLE X. Pension to Amoodbeg, brother of above, Rs. 20 per mensem; 100 for cloth per annum.

ARTICLE XI. Pension to mother of above men, Rs. 10 per mensem and 30 annually for cloth. To serve as servant to the girl Boulone.

ARTICLE XII. Regarding the servants Zinnet, Apeuraza, Mallager, Mirraza and Baffadar, his property in them is transferred to Boulone and Sally: a monthly stipend is arranged for them.

ARTICLE XIII. Similar directions regarding his eunuchs Maboob and Amber Maboob's pension sicca Rs. 40 per mensem; sicca Rs. 50 per annum for cloth. Amber's pension sicca Rs. 15 per mensem; sicca Rs. 15 per annum for cloth. Regarding "a woman that has always been wearing man's cloth and passed for an eunuch under the name of Mian Jawar"—the same allowances and orders.

ARTICLE XIV. "I have several male servants which I acquired with money; some were given; to me however, it has been all equal, as they never were with me in bondage, as I treated them in every respect as my monthly servants, rather better. At my death they are free, and to every one of them I give and bequeath the sum of eight sicca Rupees per month and to each the sum of sicca Rs. 20 per annum for cloth on condition of service to my women, and that they are under the direction or order of James Zulpheekar. Their names are. (1) Sans Chagrin, (2) Dick, (3) Anee Seed, (4) Dyot's Coffree".

* She was born about the year A. D. 1787, being 13 years of age when Martin made this Will. She had no issue by the General. She died on the 6th of February 1852, and consequently in her 65th year. After the General's death she selected a successor, and had two natural children, *viz*, (1) Mirza Hajjoo, (2) Hazrat Begum; she then married one Mirza Mozuffer Bakht, a relation of the Royal Family of Delhi, and by him had issue as below, *viz.*—

(1.) Mirza Bahadur Bhakt.

(2.) Haji Begum.

She is buried in the Mukbora in the garden called "Baroot Khana" Gola Gunge.

† He acted as agent to the General's wives and women. He afterwards turned Mussulman and was called Zulpheekur Ali. He died in the year 1241 Hizri (A. D. 1826). He built a Musjeed on the Peer Julal Roadnear the estate called Gorie Bebee's Kotee.

him to be his "companions in his good and bad fortune." He had them "virtuously brought up," and they have, he states, "fulfilled my intention to my great satisfaction. God may give them their reward. They are innocent of any guilt. I am culpable or the sinner, if they have committed any by having partook my bed. They owed compliance to my command as their duties." In consequence, he wishes them to have their proper reward. He has every reason to be satisfied with the conduct of his servants and hopes his executors will protect them, as especially his faithful girl Boulone* or Lize. He acquired her at the age of nine (9) years, and had her educated "in the most strict eastern education" *viz.*, "to read and write Persian," &c. He states that "she has always been strict in her virtue and that he has always looked upon her as a most chaste and virtuous wife." He requests his executors to be careful that her pension be faithfully paid to her. He leaves her a pension of Rs. 250 per month. That—

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Azeenea, sister of Lize.

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* Born 1766, she died 17th January 1834 at the age of 68, and is buried in the Martiniére Park.

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ARTICLE V. *Kareemon.*—Pension Rs. 50 per mensem; Rs. 100 per annum for cloth.

VIII

118

ARTICLE XV. Bequests to Matchoo and Chuttoo Kadder, sicca Rs. 30 per mensem, "who have followed me in the war against Tippoo, in all the dangers of it, never quitting me, besides managing all my house and the trouble of it".

ARTICLE XVI. Bequests to Rajub Ally, sicca Rs. 20 per month, Rs. 40 for cloth per annum as outside servants to the girls Boulone and Sally at "my house or tomb at the Luckpyrah house, or as I named the house Constantia House, as I will hereafter mention." Pensions and allowances to other servants.

ARTICLE XVII. States that pensions amount to Rs. 13,460 sicca per annum, and directs investment "of Rs. 2,00,000 in the Hon'ble East India Company's treasure."

ARTICLE XVIII. The sum of Rs. 12,000 to be expended in the purchase of a house or zenana for Lize and Sally, and near the home purchased, was to be a "convenient lodging for James Zulpheekar. He appoints a chokeydar sirdar."

ARTICLE XIX. He leaveth Rs. 10,000 to the girl Lize, and the same sum to Sally Begum, to be placed for her at 8 per cent. interest. He leaveth to Maria, Karcemun, Punna, Gumany and Aziman Rs. 1,000 each. To James Zulpheekar Rs. 2,000. Amoodbeg Rs. 500; to the eunuch Maboob and Amber Rs. 500 each, to Matchoo Rs. 2,000, to Chutto Keddar Rs. 2,000, and small sums to others.

ARTICLE XX. Bequests to his relatives (as below) :—

Lewis Martin ...	... Sicca Rs. 40,000	
Pierre Martin ...	... „ 20,000	
Fleurie Martin ...	... „ 30,000	Half brothers of General Martin.
Magdala Martin ...	... „ 30,000	
Francis Martin ...	... „ 30,000	
To the son of P. Martin	... „ 20,000	To Lewis Martin, the estate of Charbonnière.
To the son of L. Martin	... „ 20,000	
To other sons and daughters, 5 at Rs. 5,000 ...	... „ 25,000	To Fleurie Martin, house on the Quay St. Vincent.
To five next-of-kin	... „ 20,000	
To the widow of Jean Dubost	... „ 2,000	
To Momeverd ...	... „ 2,000	
	Sicca Rs. 2,39,000	at 2*s.* 6*d.* = Rs. 2,98,750
		£ 29,875-0-0

ARTICLE XXI. Produce of various gardens, &c., given to the girls Boulone and Lize.

ARTICLE XXII. He explaineth his religious belief :—

"Since the powerful Almighty Creator of all the Universe, of all that exist, gave me the power and wisdom of thinking, I never discontinued contemplating and admiring His wisdom in the creation and ruling the Universe, as also the several globes, planets, stars, and firmament, things incomprehensible to men's feeble understanding. I was born and educated to believe in the existence of God, ruler of all the world and all that exist, beneficent to all of any religion or sects they may be. Being grateful bound to thank him for his mercifulness on me, I adored him and worshipped him as my Creator, Benefactor, and all Omnipotent; but, doubtful of the mode of worshipping him, I did it as a child of the earth, though educated in Roman Catholic religion; but, when my bodily feeling made me weak, I resumed the prejudices I had imbibed by my education and the salvation of my said immortal soul. I worshipped him as I had been taught in my infancy, though avoiding the priestly ceremony; but as still many doubts crowded in my mind, I never could cease enquiring of the true path of religion and worshipping the Omnipotent Creator God, and I endeavoured to learn the religion of other nations and sects, that I might be a proper judge for myself; and though I found mostly every other nation and sect as ridiculous and frivolous in their ceremony as I thought the religion I was educated in, still, I found a similarity in the same principle that the substance of the religion of every nation and sect I have been acquainted with, all possessing sound moral and recommendation to do all the good possible to all other creatures; to worship one only God, Creator of all, and to be charitable to all other creatures; to do penances for sin, in short every principle of religion equally as good as any of the several sects of the Christian religion, and being born a Roman Catholic, on which much has been said, in the same religion I die, without ever any idea of changing it for any other. As I found every other following the same good

principle though deviating in ceremony, in this I died. I am in hope the Almighty will pardon me and be merciful on me for not having followed all the ceremony recommended in that religion, having had for principle to worship and pray to God, the Creator of all, and to do to all other creatures as I wished should be done to me, as I have already said, having my religion as good as any other in the same I did, but I must confess, to my own shame, that I have badly followed the rule of even those I mentioned above. Trusting that the Almighty Creator of all knew my good or bad intention, in time I am in hope to receive mercy for all these neglects; and if I have erred from the true path of salvation, it has been the crowd of doubt of opinion that preyed on me, poor weak creature, declaring, as God knows, that I believed and worshipped a sole God, Creator of all and merciful to the creature, wishing to do all the good I could to all creatures as sons of the same father, God, but either pride, inattention, neglect or avarice has made me deviate from the principle mentioned of charitable act, and wishing to compensate for these neglects or uncharitable acts, and not having had time, or the divine grace not having operated on me during my life-time, it being so short, though the great merciful God has kept me alive so long, and made me escape thousand and thousand dangers in which I was exposed according to my profession, and not being able to devise on a better mode to repay for my neglect or avarice than by making the act which will be mentioned hereafter, being in hope that if the Creator hear the voice of the creature, that their prayers may influence in my favor; but, if not, my only reliances are that the Almighty God will be merciful and misericordious to my soul."

ARTICLE XXIII. For the charity fund, Rs. 1,50,000 are to be placed in Government paper, to be divided into three portions, and the interest distributed at (I) Lucknow, (II) Calcutta and (III) Chandernagore. Salary of distributor, one sicca rupee per diem, and contingent expense for paper, &c., is arranged for, and a hope is expressed that "the Magistrate, or Prince, or Nawab governing the country will protect that charity, that it may not be abused and not be unpaid". He names the Curate of the English Church in Calcutta, and Head of the French Church in Chandernagore, either "Curate, Priest or other," to manage the charities in those places.

ARTICLE XXIV. "I give and bequeath the sum of two hundred thousand sicca Rupees to the town of Calcutta, for to be put at interest in Government papers or the most secure mode possible, and this principal, with interest, to be put under the protection of Government or the Supreme Court; that they devise an institution the most necessary for the public good of the town of Calcutta, or establish a school for to educate a certain number of children of any sex to a certain age, and to have them put as apprentices to some profession when at the conclusion of their school, and to have them married when at age; and also wishes that every year a premium of ten rupees or other thing, and a medal be given to the most deserving or virtuous boy or girl, or to both, to such that have come out of that school, or that are still in it, and this to be done on the same day in the month I died; that day those that are to be married and to have a sermon preached at the church to the boys and girls of the school; afterwards public dinner for the whole and a toast to be drinked in memory of the foundator. This institution is to bear the title of La Martiniére, and to have an Inscription either on stone or marble in large characters to be fixed on any part of the school; on it to be wrote:—"Instituted by Major General Martin, born the 5th of January 1735 at Lyons, who died the day, month, and year," mentioning the day, month, and year, "and buried at ", mentioning the place, and as I am little able to make an arrangement for such an Institution, I am in hope Government or the Supreme Court will devise the best Institution for the public good, and to have, as I said above mentioned, the name of the Institutor. After every article of this my Will and Testament is carefully settled, and every article provided and paid for, the several pensions or other gifts, donations, institutions, any other sum remaining, may be made to serve first to buy or build a house for the Institution, as that it may be made permanent and perpetual by securing the interest by Government paper either in India or Europe, that the interest annually may support the Institution. For this reason I give and bequeath one hundred and fifty thousand sicca Rupees, and more, according to the proportion that may remain after every article of this Testament is fulfilled, then this sum to be added for the permanency of this Institution, making the sum of three hundred and fifty thousand sicca Rupees."

ARTICLE XXV. Sicca Rs. 2,00,000 bequeathed to found school at Lyons. The Institution to be in the Place St. Pierre for boys and girls. Sicca Rs. 4,000 to release poor prisoners of Lyons on the anniversary of his death.

ARTICLE XXVI. If they are in distress, the "charity" is to be stopped, and given to assist any of his women.

Regarding his various houses, and his factories for the cultivation of indigo:

* The charity is now distributed monthly in the Martiniére Park in cash.

ARTICLE XXVII. "My house at Luckpyrah, or Constantia house, is never to be sold, as it is to serve as a monument or a tomb for to deposit my body in, and the house is to serve as a college or for educating children and men for to learn them the English Language and Religion those that should wish to be made Christians. At or by that house, the charity as mentioned in Article 23rd, page 42, is to be made, and there to be distributed the grains, flour or cash to the poor, and the inscription is to be fixed on the wall of the house to some place where the poor are to assemble and receive the charity. The same sort of ceremony is to be made and inscription wrote in memory of the Institutor as said in Article 23rd, page 42. A large sum or establishment will be made and wrote in this Will and Testament to keep the monument in good order, and a proper quantity of pupils of every denomination of educating children and learning English."

ARTICLE XXVIII. Fund for the relief and liberation of debtors at Calcutta. Donation to prisoners Rs. 6,000 per annum.

ARTICLE XXIX. Small pensions to women of Col. Potier, to widow of writer Michael, and to mother of Sally, "but with a proviso:—provided that the latter is never to be admitted where her daughter lives, on the penalty of forfeiting that pension."

ARTICLE XXX. *Directions about his body, coffin, funeral at Constantia, tomb and inscription:—"The tomb covered with a marble stone and an inscription put on it of my name; Major General Claude Martin, born at Lyons the—— January 1725, arrived in India a common soldier, and died at the month in the year and he is buried in this tomb. Pray for his soul." Pensions of Mutchoo and Chuttoo Kaddir, to be paid for ever—"to these two men or their descendants who are to have the care or superintendency of the tomb, and servant attached to it." The duties of the darogahs are then alluded to—"this building, as also all the other buildings that are to belong to Luckpyrah house or Constantia house, are to be superintended by my faithful servant Mutchoo and his brother Chuttoo Kaddir, this is in case that my intended buildings about that house are not finished before I quit this world, for this reason as I know nobody so fit as my faithful servant Mutchoo to do it according to the plan I have made. I request my executors, administrators, or assigns, or trustees that they admit or nominate my faithful servant Mutchoo to superintend all these buildings, and be the Superintendent of the whole monument, building, college, and all belonging and attached to Luckpyrah house and all the premises, with an addition to his salary." Ceremonies when Lize or Sally wish to visit Constantia. Fruits to be sent to the girls daily. Tombs, &c., of Lize and Sally to be erected and "repaired annually at expense of estate.†

ARTICLE XXXI. Building to be finished at Constantia. Darogahs to have lodging "near or by the tomb or house 'with every convenience, that they may be conveniently lodged as not to be obliged to go to the town" Zenana rooms for girls to be built.‡ Directions are given for raising a column in tank, 100 feet in height. "I intended to build a serrai for the travellers, and I request that it may be built pucka."

ARTICLE XXXII. § Lodging at Constantia for strangers allowed, but not to stay above 2 months. Darogah to have management of topegarden of mangoe trees, &c.

Establishment for gardens and house, &c., arranged. Pay of the same (215 sicca Rupees per month) to be distributed by Mutchoo or Chuttoo Kaddir or

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* The present tomb was put up in 1867, the former one having been destroyed in the mutiny. His bones were scattered about the room by the mutineers who thought they would probably find treasure in the grave; They were in 1858 collected and replaced in their place by Major General Sanders Abbott, Commissioner, Lucknow. He wrote in 1867—"I found the ulna among the debris of the lime and bricks (the rest of the body was below), and this I interred in a little seeshum coffin covered with black cloth."

† *Memo.*—Lize is buried at Constantia in the park near Hodson's tomb. Sally at the Bharut Khana.

‡ This building is in the south compound, and occupied as a master's quarters.

§ Found incompatible with College requirements, and privilege withdrawn about 1856.

their substitute. He now proceeds to make the establishment for College servants, &c., men and others for the care of my tomb and the *College*.—

Two men to learn reading English at the pay of				Rs. 80 per month	Sicca Rs.	160
Two men for learning Persian @ 30	...	...	...		„	60
Four mates for both @ 20	...	...	...	...	„	80
Two Moollas or Priests attending and praying to the scholars @ 20					„	40
Papers, ink, book, &c., per month		...	...	...	„	50
Four servants for the Church School, &c., @ 5			...	...	„	20
Two sweepers for the above @ 3		...	...	...	„	6
Two watermen, bhisty @ 5		...	...	...	„	10
Oil, tallow-candle, &c.,	...	...	...	...	„	10
						436

Servants for to take care of the Tomb.

Two Moollas at Rs. 20 per month, or one Priest @ Rs. 50 per month					„	50
Two sweepers @ Rs. 3 per month		...	...	...	„	6
Two farashes or clasies @ Rs. 5 per month			...	...	„	10
One bhisty for the above @ Rs. 5	„	...	...	...	„	5
Oil and candles per month	...	...	...	...	„	10
For casualties per month	...	...	...	...	„	25
						106
To keep on pay a carpenter @ Rs. 8 per month			...	...	„	8
Ditto an iron smith and attending		...	...	...	„	10
Charcoal, wood, &c.	...	...	...	...	„	10
Casualties	...	...	...	...	„	10
						38

"It is to be observed that, though I have made a sort of separation of expenses for the several places, that the servants of whatsoever denomination whatsoever must not consider themselves only to attend at the places mentioned, but are to consider themselves servants of the house and of all the premises, and are to attend and serve in other places belonging to the estate, and where their services are to be required, or where the manager or darogah, my faithful servant Mutchoo or his brother Chuttoo Kaddir or their delegates, may think their service will be most necessary, and they are to be obeyed implicitly under the pain of being dismissed the service by the said darogah. My servant Mutchoo and his brother are to have the produce of the ground of ten pucka biggahs each or twenty biggahs. I mean from the produce of the ground fronting the side of the east; the remaining produce of the ground, as well of the mangoes trees and fruit garden are to be collected, and may serve to extend the expenses of the houses, college, tomb and other establishment about Constantia House managed by Mutchoo as darogah of the whole; and if the pay I have mentioned for school master in the English language is not sufficient, it may be extended to something more as it will be found necessary, and as a European Superintendent for the whole of the estate may be very useful and of service and if Mr. Joseph Queirose or Mr. Imstel would choose to superintend the whole estate and establishment and would like to live in the house, he may occupy one of the wings or Hindoostany set of rooms, the wing he may choose the best to himself, and he is to have for his trouble the allowance of one hundred sicca Rupees per month; if himself do not accept this superintendency, he may recommend to the darogah another European supervisor of good moral and good character. The said European is to respect the darogah, my faithful servant Mutchoo or his brother, as I look on themselves and family as the permanent Superintendent and Manager of that estate. My tomb being entirely under their charge and care, as also the whole house, college, garden, premises, and, in short, the whole; and the European Superintendent is to live in good harmony with them, or the said European must be dismissed for another that will live on good terms with the darogah Mutchoo or his brother, and at their death they may nominate to the same office any one of their sons or relations (if no son of them). The said European supervisor is also to protect and superintend all the lands and other houses in Lucknow of which I have given the produce to girl Boulone and Sally, and they are to see that justice should be done to them by applying to the Magistrate in their behalf."

The rest of the article treats of the management of his indigo factories; duties of Superintendent. House for James Zulpheckar. He may be made Superintendent.

Names his executors, "among whom my brother Lewis Martin is to be joined as an executor." He is worth 3,980,000 sicca Rupees (£497,500), and other property in India and Europe. "If a surplus of above one hundred thousand pound sterling or about ten lacks of sicca Rupees remain of my estate, the above surplus of ten

ARTICLE XXXIII.

lacks of sicca Rupees is to be divided in such a manner as to increase the several establishments at Calcutta, at Lyons, and at Lucknow, as that they may be permanent and exist for ever beside the sum allowed for finishing all the buildings, &c., of Constantia House, which I suppose may amount to two hundred thousand sicca Rupees. I also give and bequeath the sum of one hundred thousand sicca Rupees for the support of the College and other schools to be regulated as the Calcutta establishment". Any further accumulations " are to improve the several establishments and concerns of indigo".

Pure gold bracelets to be given to the girls; rings of sicca Rs. 1,000 each to executors, &c. "Several mourning rings, about one hundred, to be made to distribute among friends" and this curious document thus finishes:—" Wrote by me in my perfect health and sound senses this day, the first January in the year of our Lord eighteen hundred; signed and sealed by me

Article XXXIV.

CLAUDE MARTIN."

" Witnesses of my signature and seal.
" Signed and sealed before us where no stamp paper is to be had.

(Signed) D. LUMSDEN, *Captain in the Hon'ble Company's service.*
(Signed) J. REID, *Surgeon.* „ „ „

Done before me

(Signed) WILLIAM SCOTT,
Resident, Lucknow."

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2. This Will is a curious combination, descending into minute and trifling details, and at the same time willing away vast sums in a few words. The carefulness with which the testator guards the interests of his pensioners; the anxiety displayed for the completion of his house of Constantia; the kind thoughtfulness for all his dependants, may well be compared with the short mention of his charitable establishments. But it is in these Colleges that most of his money has centred, and their existence has perpetuated his name. The following short table will show, as near as possible, the proposed distribution of his money, which in the 33rd Article he states to amount to 39,80,000 S. Rs. more or less, or £497,500 :—

Summary of bequests.

	S. Rs.	£.
In Pensions and donations ...	... 8,37,200	104,650
„ Buildings or estates ...	... 10,71,300	133,912-10-0
„ Establishments ...	... 10,71,300	212,500
To relations	... 2,39,000	29,875
„ Charity and Debtors' Fund	... 1,54,000	19,250
	Sicca Rs. 40,01,500	£500,187-10-0

There is a small discrepancy of £3,000 which cannot now be adjusted.

3. As we have seen, the entire surplus was devoted to rendering his Colleges permanent, "that they may last for ever." While to Calcutta was originally given but sicca Rs. 3,50,000 (£43,950), and to Lucknow sicca Rs. 1,00,000 (£12,500), this surplus gave sicca Rs. 10,00,000 to be divided between the three favored towns, so that the bequest to Calcutta amounted to £85,527, and to Lucknow to £54,277. With Lyons we have no concern.

Educational bequests in India.

4. For years no action was taken, but about 1817, four separate suits were instituted in the equity side of the Supreme Court in Calcutta. The first was for the establishment of the charitable institution in Calcutta; the second was on behalf of the town of Lyons; the third was a prayer by various members of the Martin family to be declared residuary legatees; the fourth was a suit by the executors against certain of the family. Orders of 29th November and 2nd December 1822 were passed on these consolidated suits, and further reports called for from the Master. These were submitted in 1830, and, on the 23rd February, and 22nd October 1832, the Court made its decree in all four cases. On

The establishment of the Calcutta Martiniéres.

his decree, as subsequently modified by His Majesty, on the report of the Privy Council, 1st March 1837, the Colleges at Calcutta, Lucknow, and Lyons were established, the bequests paid, and the executors, Messrs. Denerim and Palmer, discharged. Thus the Calcutta Martiniére acquired its present constitution. By an order, dated 24th December 1840, Rs. 1,00,000 was sanctioned for the purchase of a house to be called La Martiniére for Girls. The Supreme Court, after directing that the use of the present buildings should be confined to boys only, ordered that—"of the five lakhs of rupees applicable to the extension of the charity under the decree of the 31st August 1840, any sum not exceeding one lakh shall be reserved for, and appropriated to, the purchasing, completing, and furnishing of another house and premises on a site as near to the present house and ground called La Martiniére as could be procured at a fit and reasonable rate, to be used as, and appropriated and confined to, a school for girls alone."

The original decretal order bears date October 1832, but nearly three years elapsed before a decision was arrived at as to the religious principles which should be taught at the Martiniére.

"At a meeting of the Governors of the Martiniére charity, held at Government House on Saturday, the 15th August 1835, the following propositions, after being fully discussed by the Governors, were unanimously agreed to:—

I. "That the public religious instruction given to the children of the school be in conformity with the principles held in common by the English, Scotch, Roman, Greek, and Armenian churches; but that the school be not placed under any particular denomination of Christians, and that no points which are in controversy between the said churches be touched upon in the course of public instruction.

II. "That the Lord Bishop of Calcutta, the Most Reverend Doctor Saint Leger, and the Reverend James Charles, be requested to frame a plan of religious instruction, and a form of prayer for family devotional exercises, in conformity with these principles.

III. "That the head master, besides his literary qualifications, shall give satisfactory testimonials of high moral and religious character, and of his cordial acquiescence in the above resolutions, and his willingness to conduct the school accordingly.

IV. "That a sub-committee, consisting of the Honorable E. Ryan, James Prinsep, Esq., and the Reverend Mr. Charles, be appointed to report to the Governors upon the rules submitted at a former meeting; and that any of the Governors, taking a particular interest in the school, may give the above committee the benefit of their experience on any points embraced by the said rules."

The constitution of the Legislative Council in 1835, will explain how it was that Bishop Wilson was disappointed in his long-cherished hope of seeing the new institution a Church of England School, and yet thought it advisable to accept a compromise.

Two months later, the Governors confirmed the religious report read by the Bishop. It was to the following effect:—

I. "Your committee submit that, in order to meet the first rule adopted by the Honorable Governors, the religious instruction of the children must be divided into two parts: the one general, the other particular; the one embracing the fundamental truths of Christianity as they are held in common by the five great existing divisions of Christendom enumerated in the rule; the other relating to discipline, church government, the sacraments, and other matters on which differences more or less important exist. Your committee consider that, the first part should be taught daily and publicly to all the children by the head master of the school; the second privately, and on particular days, by the ministers and teachers whom the parents of the respective children may, with the approbation of the Governors, select.

II. "The following are the main truths held in common on which the public religious instruction should, in your committee's opinion, proceed:—

1. "The Being of God; His unity and perfections.
2. "The Holy Scriptures of the Old and New Testament as a revelation inspired by the Holy Ghost.
3. "The mystery of the adorable Trinity.
4. "The Deity, Incarnation, Atonement, and Intercession of our Lord and Saviour Jesus Christ.
5. "The fall and corruption of man; his accountableness and guilt.
6. "Salvation through grace by the meritorious sacrifice and redemption of Christ.
7. "The Personality and Deity of the Holy Spirit, and His operations and grace in the sanctification of man.
8. "The indispensable obligation of repentance towards God, faith in Christ, and continual prayer for the grace of the Holy Spirit.

9. "The moral duties which every Christian is bound to perform towards God, his neighbour, and himself, as they are summed up in the Ten Commandments, and enlarged upon in other parts of Holy Scriptures; all based on the doctrines above specified, and enforced as their proper fruits."

And, with reference to the rules and regulations to be adopted, they reported:—

"The attention of your committee has been given chiefly to the following points, *viz.*, to set forth with precision the objects to be embraced in La Martiniére; to state what amount of instruction shall be communicated to the children admitted upon the foundation; to determine what number of teachers ought to be employed, their requisite qualifications, and the duties included in the province of each; to sketch in very general terms a plan for regulating the internal economy of the institution; and to ascertain whether the disposable funds are adequate to meet the expenditure on the scale of operations which is contemplated.

And they proceeded to draw out minute rules regulating the whole internal management of the institution.

The tact and charity displayed by these three divines, ensured the adoption at that time of the scheme put forward; but out of India the work done and compromise effected was never assented to, and at the present day the Roman Catholics have withdrawn from any part in the school. The catechisms that were drawn up, the forms of prayer then adopted, have, I believe, been gradually dropped. Ministers of the English and Scotch Church visit the school weekly, and conduct the religious instruction of the boys of their denominations. The children are sent regularly twice on Sunday to the Cathedral and Scottish Kirk.

5. The bequest which General Martin left for the college, Sicca Rs. 5,35,000, had mounted by 1836, the time the College was established, to Sicca Rs. 9,62,825. On the 1st September 1871, the funded capital was as much as Rs. 16,863,994. Some of this has doubtless been transferred from other sources, but a great part of the increase seems to have arisen from yearly savings.

Finance.

The total interest available for the year 1870-71, than which no later accounts have been sent me, was Rs. 66,061, from which Rs. 2,150 have to be deducted to meet Accountant General's fees, Bank's commission, and income tax; the net income from endowments was therefore Rs. 63,911. This was increased by house-rent, &c., Rs. 3,045, by pupil fees, &c., Rs. 48,617, by balance in hand Rs. 40,510, at commencement of the year, to, Rs. 1,56,083.

The following table will show the chief items of receipts and disbursements for a series of years. It should be carefully considered, as the increase of expenditure is most serious. In the last 12 years, while the number of children has decreased, the year's expenditure has steadily gone up:—

LA MARTINIÉRE, CALCUTTA.

Year.	Boarders.		Foundationers.		Day Scholars.		Total.		Grand Total.	Receipts.			Expenditure.					Per head.
										From Boarders, &c.	From Endowments.	Total.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1839-40	17	...	50	25	67	...	134	25	159	13,719	44,236	57,955	37,834	9,028	3,382	1,858	52,102	327
1844-45	26	...	100	56	53	...	179	56	235	10,558	60,818	71,376	44,991	13,105	5,818	...	63,914	271
1847-48	32	...	100	70	43	...	175	70	245	14,678	60,000	74,678	51,459	15,542	4,270	4,898	76,169	311
1850-51	49	3	114	70	23	...	186	73	259	14,684	60,000	74,684	47,203	14,581	7,508	5,661	74,953	289
1857-58	40	44	85	60	42	....	170	104	274	32,697	61,479	94,176	59,832	21,235	6,133	13,584	1,00,784	367
1859-60	62	63	85	58	67	7	214	128	342	45,613	60,000	1,05,613	59,551	24,913	6,584	7,110	98,158	287
1866-67	34	59	82	56	34	3	150	118	268	76,933	67,333	1,44,266	72,959	23,128	7,281	11,282	1,14,650	427
1869-70	45	66	70	49	32	3	147	118	265	51,877	74,954	1,26,831	77,407	24,074	7,265	5,504	1,14,250	431
1870-71	48	63	71	51	25	2	144	116	260	51,662	60,000	1,11,662	74,797	24,195	8,831	7,076	1,14,899	441

There may be some slight discrepancy in this table, but its general accuracy is borne out by some enquiries which the Secretary made at the time he was furnishing me with the means of making my comparison. Dr. Macnamara draws the Acting Governor's attention to the fact that in 1860-61 the ordinary expenses of 325 pupils of whom 263 were boarders and foundationers, was Rs. 94,740, while in 1870-71 a total of 249 children, of whom 225 were boarders, cost Rs. 109,818, or the yearly average per head had risen from Rs. 291 to 441. In the same paper I find that 122 boarders and day-scholars pay Rs. 44,741 while 119 foundationers are charged with Rs. 63,686; average cost to boarders and day-scholars Rs. 366 per annum, and to foundationers, Rs. 535; or, if the whole sum is equally allotted to (216) boarders and foundationers, it falls at Rs. 502. In 1864-65, the expense per head was Rs. 389. In 1850-51 there were as many pupils present as attended in 1870-71, but the boarders and foundationers have diminished from 256 to 233. In the same time the expenditure under each head has increased the item of establishment alone by as much as Rs. 27,594. As it may be urged that my establishment column includes more than mere salaries, (it includes items allowed by Government Order, No. 2933, of 26th March 1866), I append another table in which salaries stand by themselves. The increase has been steady and considerable :—

	1839-40.	1844-45	1847-48	1850-51	1857-58	1859-60	1866-67	1869-70	1870-71
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Salaries	29,307	34,266	37,525	38,299	44,364	45,459	47,895	52,216	50,205
Allowances	1,383	[illegible],100	2,492	2,328	3,452	4,321	3,946	3,778	4,053
TOTAL ...	30,690	35,366	40,017	40,627	47,816	49,780	51,841	55,994	54,258

These allowances are, in the case of the under masters and mistresses, calculated at so many annas per head according to length of service. The two senior masters get such head money as may be arranged.

The constitution of establishments is shown later. Menial as well as educational establishments have increased.

The clothing for foundationers used to cost annually Rs. 34 per head : in 1859-60 it was Rs. 45, and is now Rs. 79. The increase in diet per head may now be given :—

1855.	1860.	1865.	1870.	4 months of 1872.
6-6-7.	8-14-0.	8-2-0.	10-0-4.	11-4-5.

On the girl's side, the calculations are shown for the incumbencies of three separate mistresses covering 5½ years :—

Per head.	Per head.	Per head.
8-7-4	8-10-9	9-11-10

The children used to walk to church for a great part of the year. They are now carried in hired conveyances from Loudon Street to St. Paul's Cathedral—and this in the month of December. The charge on this account falls little short of Rs. 2,000 a year. I had entered it as an educational item under the impression that it was incurred to bring day-scholars to school, but I now learn that it is entirely on account of boarders, foundationers. It is certainly a large outlay.

It is difficult to understand how such steady increase of expenditure has been allowed. The accounts are carefully kept, and in the latest reports, the expenditure of each of the last three years has been placed in *juxta position*. The vested funds, the interest available are all clearly shown, but the fact remains that in 20 years the incidental expenditure per head has increased by Rs. 152 per cent. Distributed under the usual great heads of account the incidence falls thus :—

Establishment.	Diet.	Miscellaneous.	Clothing.	Total.
26	9	3	3	41

While the first item is distributed over the whole school, day-scholars as well as boarders, the boys resident have only been taken into account in ascertaining the average cost of the other items. And as the day-scholars are comparatively few, they (in this table at least) have been excluded from the factor taken to ascertain the total cost per head.

It can hardly be considered satisfactory that with a highly paid Secretary and an office establishment, and a staff of Acting Governors, whose visits to the institution are constant and regular, that such expensive establishments should be kept up and yet fewer children be attracted to the institution than attended it 20 years ago. It is true that schools in this time have multiplied—that, whereas the Martiniére was one of two, it has now many competitors. Schools have multiplied, but how much more have boys and girls seeking an English education increased!

It will perhaps be advisable to give in detail the figures entered under the educational or establishment heading.

Accounts of 1870-71.

Rs.	
50,205	Establishment, not separated into educational and domestic.
4,053	Extra allowances to masters.
3,203	School books and stationery.
1,970	Conveyance hire and games.
818	Library books.
1,568	Furniture.
327	Annual Prizes.
212	Scholarship.
2,865	Building-repairs, &c.
2,718	Assessment.
109	Drawing class.
1,340	Music class.
1,357	Passage money.
20	Philosophical apparatus.
1,680	Head-master's pension fund.
502	Repairing of Dome and Drainage.
3,222	Laying on water.
76,169	

The miscellaneous details will also be given—

Rs.	
670	Outfit and marriage portion.
598	Advertisement and Printing.
270	Hospital Expenses.
3,241	Sundries.
573	Charges extraordinary.
352	Advances.
5,704	

It would be more satisfactory and it would be easier to check the accounts, were boys' and girls' expenditure shown separate. This might be easily effected. The above details of figures only show that establishments are heavy items but without pointing out where the excess is. Then the educational extras increase the tuitional expenses greatly; one might almost say unreasonably. Such expenses would never be allowed in any school where the endowments were not its chief support. And to the same freedom from petty pecuniary care is attributable the apparent laxity in realising fees due. If there is any advantage in keeping up a Secretary's office, it should show itself in clear balance sheets, but I am informed that there was due to the institution in August 1872, Rs. 12,900, excluding bad debts written off in December 1871. These deficiencies extended over a period of four years.

6. The regulations for the government of the institution will be found in the following extracts :—

Government.

"The Viceroy, the Lieutenant-Governor of Bengal, the Chief Justice of the High Court, the Bishop of Calcutta, the Commander-in-Chief, the Ordinary Members of the Council of the Governor General, the two Senior Barrister Judges of the High Court, the Advocate General, and the Chairman of the Justices of Calcutta, are *ex-officio* Governors of the institution. The *ex-officio* Governors shall annually elect four additional Governors, who, from the

time of their election until the time of the next annual election, shall have equal authority with the *ex-officio* Governors. The special superintendence of the institution shall be entrusted to a committee, consisting of the four annual Governors, and one of the *ex-officio* Governors, who shall be elected for this purpose by the *ex-officio* Governors at the time of the election of the aforesaid annual Governors. The members of this committee shall be termed Acting Governors. The Committee shall meet at the institution for the despatch of business on the first Tuesday of each month, or on such other days as it shall appoint.

"Each Acting Governor shall take a monthly turn of duty as visiting Governor; a book shall be kept in which the visiting Governor may insert any remarks that suggest themselves. This book shall be laid on the table at each monthly meeting of the committee. There is a paid Secretary to the institution. On the occurrence of a vacancy in this office it shall be filled up by the Acting Governors, subject to the confirmation of the *ex-officio* Governors at the next annual meeting.

"It is the duty of the Secretary to inspect the institution; to control its expenditure; to consider all estimates for things required for use in it, and all accounts rendered against it; to submit to the Acting Governors the monthly bills audited by himself; to lay before the Acting Governors every month full information as to the state of the institution and its accounts and funds, showing the balance in hand and the outstanding debts, if any; to act as the channel of communication between the Acting Governors and the officers of the institution and others; to prepare the business which is to be laid before monthly meetings of the Acting Governors; to prepare an annual report for publication, and otherwise to aid in the conduct and management of the institution as the Governors shall from time to time direct.

"Should the Secretary be a medical man, he shall be the medical officer of the institution; otherwise, a medical officer shall be appointed by the Acting Governors on such salary as they shall deem suitable.

"It shall be the duty of the medical officer to visit the sick of the institution, daily to enquire into and regulate the sanitary state of the school buildings and premises, and to make, through the Secretary, a monthly report of the state of health in the institution.

"Details of educational arrangements are left to the head-master and head-mistress in their respective departments; a report to the Acting Governors being required on the introduction of any new subject, or on the omission of one previously taught."

It need hardly be said that for many years past the Governors have had no connection with the school. The management is distributed between the Acting Governors, the Secretary and the head-master and mistress.

The Secretary's duties would naturally appear to be the regulation of the finances, but Dr. Macnamara gives me to understand that of himself he has no power to impose any restriction on expenditure. He must bring it before the Acting Governors and secure their concurrence. From an inspection of the proceedings of the Governors' meeting, it would seem that every small item was sanctioned previous to expenditure. This practice seems to have fallen through. The revelations of the last few months have caused the re-establishment of what is known as the Requisition Book.

Administration.

7. The immediate management of the institution is in the hands of the head-master and mistress. They conduct family prayers; they keep registers of admissions and removals; they send every quarter to the Acting Governors a report of the state of the institution; and they submit each in his own department an annual report.

The appointment of Assistant Masters and Mistresses rests with the Acting Governors. Up to the last few months they have been required to take such superintendence of the boys at meals, during play-hours, &c., as may be required. This duty is now, I believe, in the hands of a recently appointed Bursar, who unites superintendence of the kitchen and diet arrangements with charge of the Library and general house duties.

It would seem that this gentleman's appointment is the only increase in the establishments on the boys' side of late years. On the girls' much extra expense has been allowed, and the establishment now seems somewhat disproportionate.

Boys.	Educational salaries.	Per head.	Girls.	Educational salaries.	Per head.
150	Rs. 1,949	13	90	Rs. 1,218	13½

BOYS—MARTINIÉRE.

Names.	31st August 1837.			31st August 1860.			31st August 1871.			
	No. of Pupils.	Salaries.	Extra allowances.	No. of Pupils.	Salaries.	Extra allowances.	No. of Pupils.	Salaries.	Extra allowances.	
		Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.		Rs. A. P.	Rs. A. P.	
Head-Master or Principal ...	Foundationers 40	640 0 0	104 4 0	Foundationers 90	600 0 0	183 0 0	Foundationers 72	600 0 0	120 0 0	
Classical Master	Boarders 27	373 5 3	.....	Boarders 59	373 5 3	73 6 3	Boarders 43	300 0 0*	.....	* Raised to Rs. 350.
1st Assistant Master	Day-scholars 53	192 0 0	.....	Day-scholars 61	225 0 0	8 0 0 perquisites.	Day-scholars 27	200 0 0	13 2 0	
2nd Ditto ditto	Free do. 0	.....	.....	Free do. 6	170 0 0	.....	Free do. 1	145 0 0	13 2 0	
3rd Ditto ditto	.....	.....	.....	.....	145 0 0	.....	.....	125 0 0	13 2 0	
4th Ditto ditto	.....	.....	.....	.....	125 0 0	.....	.....	40 0 0†	.....	† Entitled to fees.
5th Ditto or Bursar ...	.....	.....	.....	.....	.....	.....	.....	125 0 0	.....	
Infant Teacher	.....	.....	.....	.....	.....	.....	.....	30 0 0	.....	
Drawing Master	.....	.....	.....	.....	100 0 0	.....	.....	150 0 0	.....	
Pundit	.....	32 0 0	.....	.....	50 0 0	.....	.....	50 0 0	.....	
Moonshee	.....	32 0 0	.....	.....	.....	.....	.....	.....	.....	
Extra Office.										
Controlling Diet Department ...	.....	.....	.....	.....	.....	.....	.....	25 0 0	.....	
Total ...	 120	1,269 5 3	104 4 0	 216	1,788 5 3	264 6 3	 143	1,790 0 0	159 6 0	

GIRLS—MARTINIÉRE.

Names.	31st August 1837. Salaries.	31st August 1837. Extra Allowances.	31st August 1860. Salaries.	31st August 1860. Extra Allowances.	31st August 1871. Salaries.	31st August 1871. Extra Allowances.	Remarks.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Head-Mistress ...	250 0 0	...	250 0 0	128 0 0	250 0 0	65 0 0	
1st Assistant Mistress	106 10 9	...	120 0 0	...	120 0 0	32 8 0	
2nd ditto ...	53 5 3	...	60 0 0	..	60 0 0	28 7 0	
3rd ditto ...	...	...	20 0 0	...	50 0 0	28 7 0	
4th ditto ...	...	...	16 0 0	...	50 0 0	14 3 6	
5th ditto ...	...	...	16 0 0	...	40 0 0	.....	
6th ditto ...	...	...	...	...	30 0 0*	.....	Abolished.
Music Professor ...	...	...	200 0 0	...	200 0 0	.....	
Music Mistress ...	...	...	...	...	20 0 0	24 3 6	
Sewing Mistress ...	...	...	50 0 0	...	50 0 0	.....	
Arithmetic Teacher ...	...	...	...	...	25 0 0*	.....	
French Master ...	...	...	...	...	50 0 0†	.....	† Recoverable.
Pundit	...	...	30 0 0	...	30 0 0	.....	
Late Head-Mistress's allowance ...	...	...	...	...	50 0 0	.....	
Total ...	410 0 0	...	762 0 0	128 0 0	1,025 0 0	192 13 0	
Office.	FOR BOTH SCHOOLS.						
Secretary and Cashier	373 5 3	...	375 0 0	...	375 0 0	...	
Collecting Sircars ...	6 6 3	...	7 0 0	...	18 0 0	...	
Chuprassees ...	...	...	12 0 0	...	12 0 0	...	
Total ...	379 11 6	...	394 0 0	...	405 0 0	...	

Domestic establishments are also heavy—

Boys.	Domestic salaries.	Per head.	Girls.	Domestic salaries.	Per head.
150	Rs. 1,059	6	90	Rs. 265	3

Comparative Statement showing the Domestic Establishment and certain Contingent charges of the years 1837, 1860, 1871.

	Wages on 31st August 1837.			Wages on 31st August 1860.			Wages on 31st August 1871.		
	Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
Sergeant for Boys' School	53	5	3	50	0	0	...		
Matrons	53	5	3	70	0	0	95	0	0
Do. Boarders, G. S.	.....			12	0	0	25	0	0
Hospital Matrons	.....			40	0	0	45	0	0
Native Doctor	17	1	0	16	0	0	20	0	0
School Writer	17	1	0	30	0	0	25	0	0
Librarian	.....			10	0	0	.....		
Barber	4	4	3	6	6	3	7	6	3
Khansamahs	17	1	0	24	0	0	16	0	0
Kidmutgars	23	7	0	44	5	9	52	8	0
Musalchees	14	6	3	31	8	0	46	8	0
Cooks	30	14	3	44	8	0	49	8	0
Bearers	30	14	3	51	8	0	61	0	0
Mehtur and Sweeper	26	10	3	53	0	0	65	0	0
Mehtrany and Ayah	21	13	6	29	0	0	37	0	0
Durwans	21	5	0	18	0	0	34	0	0
Mallies	8	8	6	13	0	0	22	0	0
Bheesties	24	8	3	50	8	0	12	0	0
Tailors	6	14	9	25	0	0	34	8	0
Shoe Black	.....			13	11	0	8	0	0
Carpenter	.....			.....			15	0	0
Duftry	5	5	3	12	6	3	13	6	3
An old Ayah's pension	.....			.....			3	0	0
Chuprassie	.....			1	8	0	6	0	0
Clock-winder	1	0	0	.....			.....		
One water-cooly	.....			4	0	0	.....		
TOTAL ...	377	13	0	653	5	3	692	12	6
CONTINGENT.									
Washing	15	5	3	255	10	0	325	5	6
Palkie Bearers	....			32	0	0	51	0	0
TOTAL ...	15	5	3	287	10	0	375	5	6

Results.

8. The revised regulations published in 1847 provided for the reception of 50 children on the foundation, 30 boys and 20 girls, subsequently increased to 75 boys and 40 girls. But the Governors have discretion in entertaining a larger number. It is laid down that these children shall be elected from the Christian population of Calcutta, on account of their indigent circumstances, without any respect to religious denominations. The age for election is between four and ten years, or, in the case of the girls, twelve years. Vacancies are filled up at the quarterly elections—1st Tuesday of January, April, July, and August—by the Acting Governors. The number of vacancies and the day of election is duly notified by advertisement to the public. During their residence in the institution, the children are entirely supported, educated, and clothed out of its funds; and a small sum is given as an apprentice fee, or, in the case of girls, on marriage.

Class of Children.

9. A certain number of children are permitted to be enrolled as Boarders or Day-Scholars. The institution neither wished to make money by them or expected to be at charges on this account. The rule runs thus: "Out of the sums thus received, the expenses incurred on account of the Boarders and Day-Scholars shall be first defrayed, so that they may not in any way be a charge upon the funds of the institution; and such a proportion of the residue may be employed in supplementing the fixed allowances of the Masters as the Governors may from time to time determine."

Boarders and foundationers were to be ranged in the same classes, and taught without any distinction of grade. Formerly there were separate bedrooms for them, but this has been abolished. There is no available information as to the position in life of boys or girls educated at the Martiniére. No returns seem to have been kept. The latest published reports show that the Head-Mistress on the girls' side takes some interest in the future of her children, but the column "where employed" is, in all the reports I have seen, returned blank by the Masters of the boys' department.

The following table will show the occupations of the parents of the children now in the institution :—

Parentage.	Boarders.		Foundationers.		Day Scholars.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1. Opium, Custom, Indigo, Police, and Education ...	3	10	5	7	3	...
2. Clerks, Printers, &c. (Government and Private)...	5	15	13	6	3	...
3. Non-Commissioned Officers	5	3	2	4	.	...
4. Engineers	7	3	11	5	3	...
5. Merchants	1	2	2	1	7	.
6. Marine	1	...	3	2	3	...
7. Tradesmen	3	7	7	2	1	...
8. Railway and Telegraph...	2	1	6	4	...	...
9. Unknown	15	8	15	13	2	...
10. Law and Medical Department	3	1	2	3	2	7
11. Pensioners and independent men	2	...	3	...	3	..
12. Deputy Magistrates and Deputy Collectors ...	...	...	2	.	..	...
13. Missionary	...	1	...	3	.	...
Total ...	47	51	71	50	27	7

It will be seen that there is no very broad gulf between the parentage of the boarders and foundationers. This was, no doubt, the intention of the original Committee. They laid down "that the general advantage of the Christian population of Calcutta will be best consulted by deciding that the objects of La Martiniére shall be two-fold: to provide gratuitous board, education, &c., to a certain number of indigent children of both sexes, and to furnish a superior education to boys more favourably circumstanced, who may be admitted either as Boarders or Day Scholars, on the payment of a small monthly fee; and on this view, accordingly, they have proceeded in drawing up the accompanying rules. These two objects do not appear to them to be in any way incompatible with each other; but they at the same time think that they will be best harmonized in practice, by care being taken that the selection of the Foundation Scholars be made from those who, though in indigent circumstances, are above the lowest class of the population—a course which they are the rather inclined to recommend, because they believe that children of this class are amply provided for in the charitable establishments which already exist at the Presidency. If, however, which they are unwilling to apprehend, that part of the proposed plan which respects Boarders and Day Scholars shall, after a fair experiment has been made, be found not to be so popular, or not to be attended in the practical working of it with such a measure of success as to warrant its being persevered in, the Governors will always have it in their power to fall back upon the other part, and to increase the number of the children on the foundation up to the limits of the accommodation provided in the building, and of the funds appropriated to their maintenance." They intended that the instruction afforded should be of a high order, that "in this way a model of education can be presented to the other schools which either now exist, or may hereafter be opened on this side of India." Mr. Woodrow himself, once Head-master of the Martiniére, has furnished me with old memoranda on this subject. The Hon'ble D. Elliott, Acting Governor, drew out the rules under which the calculations were made, and apparently debited to the boarders the additional establishment which it was supposed they would require. The additional expenses the institution incurred by every extra foundationer were put at Rs. 200 a year, or nearly Rs. 17 per mensem.

Establishment.	Diet.	Clothing.	Miscellaneous.
Rs. 2-8-0	Rs. 6-0-0	Rs. 1-0-0	Rs. 4-8-0

In 1856 the average expenditure of establishment was estimated at Rs.	13	6	3
While other expenses were put ,,	9	7	9
	22	14	0

In 1865 it was reported that the boarders' fees did not equal their expenses, that is, they exceeded Rs. 25 per month.

Apparently no action was taken in the matter, as in the present year we have seen, each boarder is costing Rs. 40.

The fees paid by boarders and day-scholars must be here given—

Boarders.			*Day Scholars.*		
One.	Two.	Three.	Class I.	II.	Others.
Rs. 31	Rs. 59	Rs. 85	Rs. 6	Rs. 8	Rs. 10

The same fees apply to the Girls' School, but there no day scholars are received.

The boarders form an important feature in the school. The time foundationers are able to remain from 4 years of age to 16, or even 18 in the case of girls, so that free vacancies are few. From 1836 to the present time but 430 boys and 274 girls have been admitted on the foundation. In the last twelve years the numbers have been as below :—

Years.	Foundationers.		Remarks.
	Boys.	Girls.	
1859-60	18	11	
1860-61	11	6	
1861-62 .	9	6	
1862-63 ...	6	5	
1863-64	8	10	
1864-65	15	12	
1865-66	18	13	
1866-67	4	2	
1867-68	3	1	
1868-69	5	5	
1869-70	14	4	
1870-71	19	8	
Total ...	130	86	

10. The original rules for education were contained in the following words :— Education.

"The education of the children shall be as much as possible accommodated to the primary design of the institution, *viz.*, that of qualifying them for obtaining honest means of livelihood on their leaving it".

"The boys shall be taught English, English Grammar, Writing, Arithmetic, Geography, the general outlines of History, particularly of the Histories of Britain and British India; the Hindustani and Bengali languages; the Greek and Latin languages; Mathematics, Mechanics; Philosophy, Natural History, and the Elements of Music, in such cases as the Governors may think desirable. The girls, besides being instructed in the ordinary branches of education, shall be taught plain and ornamental Needle-work, Knitting, Straw-plaiting, and the Elements of Music, in such cases as the Governors may think desirable."

In the last published Report the following extract appears descriptive of the studies pursued :—

"The studies in the various classes of the school are so graduated that a boy, when promoted to the fifth form, is thoroughly grounded and prepared to go through all the subjects required in the University Entrance Examination.

"In the Infant Class, boys are taught to read and write with facility; the outlines of Scripture History (Old and New Testament) from 'Line-upon-Line;' an Elementary History of England, and the first two rules in Arithmetic.

"In the first form the lessons include Dictation, Mr. Smith's Principia Latina, Geography, English and Indian History, and the historical books of the Old and New Testament. In the fourth form they begin Algebra and the translation of easy Latin authors. Masters attend to give instruction in Vocal Music and Drawing. Bengali is taught by a Pundit.

"In addition to the instruction given daily in the Holy Scriptures and the general doctrines of Christianity, particular Ministers are appointed to give religious instructions to the different denominations of Christians attached to the institution. The Head-master and Classical Master undertake the tuition of the Entrance Class (or fifth form), and give such assistance to boys of real ability and industry who remain after passing the Entrance Examination, as may enable them to prepare themselves successfully for the First Arts and B. A. Examinations. These boys constitute the sixth form. No boys are admissible into the sixth or fifth forms except those who are promoted from the lower forms of the school, or, in special cases, where the Head-master is satisfied that the boy is fit to be entrusted with a responsible position."

In the Girls' school the following are the subjects—

Sixth Class.

Bible Lessons, Elements of Geography, Grammar and Number; Object Lessons, Spelling, Dictation, Reading, and Needle-work.
Reading Books—Peep-of-Day and Line-upon-Line.

Fifth Class.

Scripture; History of England; Geography, Definitions, Outlines of the World and Europe; Grammar, Etymology; Arithmetic, as far as long Division; Tables; Dictation; Parsing; Object Lessons; Poetry and Needle-work. Reading Books—Little Arthur's History of England, and Near Home.

Fourth Class.

Scripture; English History; Geography, Definitions, Physical and Political Geography of the Old World; Grammar, Etymology and Syntax; Arithmetic, the first Rules continued with addition of Indian and English Money Table; Spelling; Dictation; Map Drawing; Poetry; Parsing; Common Objects and Needle-work. Reading Books—Markham's History of England, Far Off, or Common-Lessons and Outlines of Scripture History.

Third Class.

Scripture; English History; Outlines of Roman History; Geography, Physical Features and Political Divisions of the New World and India in detail; Arithmetic, the four Rules as applied to English and Indian Money; Dictation; Grammar, Analysis; Spelling; Parsing; Common Objects; Poetry; Map Drawing and Needle-work. Reading Books—Markham's History of England, Landmarks of Ancient History, and Outlines of Scripture History.

Second Class.

Scripture; History in all ages; Outlines of Grecian History; Landmarks of Middle-ages; History; Geography, General Recapitulation, and the British Isles in detail; Grammar, Analysis of Sentences; Arithmetic, Repetition of previous Rules, Reduction, and Exercises in English and Indian Weights and Measures; Biography; Parsing; Spelling and Derivation; Map Drawing; Poetry and Needle-work. Reading Books—Markham's France, Cowper's Poems, and Riddle's Scripture History.

First Class.

Scripture; English History, to the present time, Roman and Grecian History, Modern European and Indian History; Physical, Political and Commercial Geography; Zoology; Arithmetic, Practice, Simple and Double Proportion, Simple and Compound Interest, Vulgar and Decimal Fractions; English Language and Literature; Composition; Map Drawing from memory; Poetry and Needle-work. Reading Books—Lord's Modern Europe, Poetry, and Indian History, &c., &c.

The extras which are optional are—

Elementary Music	...	...	Rs. 12 per month.
French	...	...	,, 4 ,, ,,

The examination for the Gold Medal and Scholarships is conducted, as far as possible, by outsiders, friends or acquaintances of the Head-Master. The examination of the lower classes is generally conducted by the Masters of another class. At one time there were examinations in September connected with Founder's Day. These have been now abolished. On the Girls' side, half-yearly examinations are conducted in June and in December; the higher classes at least are reported on by outside gentlemen who undertake the examinations. But accustomed as many men in Calcutta are to be asked to undertake these duties, it is not a very satisfactory way of getting through the work. They will report as favorably as they can on the examinees, and, working for nothing, are likely to pass over in silence anything that may be disagreeable to the friend for whom they have undertaken the work. The following tables show the constitution of the classes, the average age of the children, the time they have been at school, and the percentage of marks gained in the examination of 1871. Looking into the details, it is seen that in the four lower forms, foundationers remain rather old. Their boarder contemporaries are much younger; but in the upper two forms the contrary is the case. It would seem that the steady education of some years told in the end, and that the foundationers, probably neglected in their youth, eventually displayed equal industry and intelligence with the boarders.

GIRLS.

Class.	Number of girls.	Foundationers.	Boarders.	Day-scholars.	Average age.	Time in school.	Percentage of marks obtained.
I Class	12	8	4	...	16	5-1	46
II Class	17	10	7	...	14	4-4	48
III Class	17	5	12	...	14	3-11	44
IV Class	21	9	12	...	14	2-10	41
V Class	28	9	19	...	11	2-5	57
VI Class	27	14	13	...	8	1-4	43
INFANT SCHOOL.							
Infant School	31	22	7	2	9	1-6	

BOYS.

Class.	Number of Boys	Foundationers.	Boarders.	Day Scholars.	Average Age.	Time in School.	Percentage of marks obtained.	Future Profession.
6th Form ...	6	2	2	2	17	7	64	4 studying for Civil Engineering. 2 for Law.
5th „ ...	16	4	7	5	15	3	65*	5 studying for Medicine. 6 „ for Civil Engineering. 2 „ for Public Works. 1 for Army, and 1 Undecided, and 1 for Mechanical Engineer.
4th „ ...	15	4	7	4	14	3-8	42†	6 studying for Engineering 1 „ for Medicine. 2 to be Indigo Planters. 2 to be Accountants. 2 to be Merchants. 1 for Opium Department. And 1 unknown.
3rd „ ...	23	11	8	4	13	1-6	36‡	2 studying for Engineering. 1 to be a Railway Servant. 8 not yet decided. 1 for Surveying Department. 2 for the Church. 2 to be Merchants. 2 for Public Works. 2 for Royal Navy. 1 to be a Police Inspector. 1 to be a Doctor, and 1 to join the Army.
2nd „ ...	27	11	13	3	12	2-6	41§	Profession not yet decided.
1st „ ...	27	17	3	7	10	1-8	.	Profession undecided.

* 4 New. † 1 New. ‡ 3 New § 5 New.

The junior classes are under governesses, and this seems a wise plan with young boys. But I was astonished to find in the infant class four boys who had been four years, and six who had been three in the institution, and were still reading Line-upon-Line.

The Head-master is, I understand, fully alive to the importance of utilising pupil teachers, and has applied to be allowed to keep foundationers after they have attained their 16th year in that capacity, while they still continue their University studies.

A constant succession of suitable foundationers, or even boarders is not always available, but there should be no insuperable difficulty in utilising boys of this age in school hours, and helping them with their University studies after time.

The senior classes are, I believe, well taught, and the school generally is favourably reported of. On the boys' side the weak point is probably the classes next to those that come under the supervision of the Head-master and his colleague. The girls' side is held in high estimation, and the teachers are generally well up to their work.

11. The upper room in the highest floor, just below the dome, is given up to the Library. In the hot weather the heat is said to be, during the day time, unbearable. In the rains defective workmanship has shown itself. There are a large number of books, but they are not altogether of the most suitable kind. There are separate shelves for the Sunday Library. Rs. 25 per mensem is now allowed for the purchase of books and papers, so no great increase is possible. At one time there was a well chosen philosophical apparatus, but that has been disposed of. It would appear possible, in a charitable institution such as this, to have obtained the services of some of the elder boys for the charge of the Library. But now, as in the sister institution at Lucknow, the question of the Librarian's salary is always cropping up. At present the books, &c., form part of the charge of the recently appointed Bursar.

Institutions.

A capital swimming-bath has lately been constructed with a daily allowance of 1,000 gallons of water.

The vacations take place at—

Easter	for	one week,
October	,,	three weeks,
Christmas	,,	five ,,

and there are half holidays every Saturday. These October and December holidays come too close together for school work, and the result is, monthly payments being the rule, that sometimes children are kept away from October to February. It has been proposed to give a fortnight in June instead of the October break, and it would seem to be a change for the better. Founder's Day takes place on 13th September, when a sermon is preached at the institution.

"On the same day the boys and girls on the foundation shall have a public dinner, when a toast shall be drunk to the memory of the Founder, and a medal with an appropriate inscription shall be given to the most deserving boy and girl in each division of the institution, and such other prizes shall be awarded as the Acting Governors may have determined for both schools."

The following are the rules for prizes and scholarships:—

"A gold medal is given for a special annual examination open to the sixth and fifth forms. This examination comprises Latin, English History, Geography, Philosophy, and Mathematics to the standard of the First Arts Examination. The papers set are of a general character, and are intended to test a boy's real ability rather than the accuracy with which he has got up certain books.

"A classical scholarship of Rs. 20 a month, tenable for two years, is awarded to the boy who stands first in the papers on English and Latin set in the above examination. A mathematical scholarship of Rs. 16 a month, tenable for one year, is awarded to the boy who stands first in the papers set on Philosophy and Mathematics. Prizes of books are given annually in all the classes. A silver medal for good conduct is also awarded on the Founder's Day."

On either side of the school Rs. 250 is now the yearly allowance on this account. 37 prizes seem to have been given to the boys in 1871, and 51 to the girls. Yearly, as well as examination, marks are re-taken into consideration in settling prize-takers on the boys' side, while in the girls' school there is a class and an examination prize. One of the institutions of the school seems to be the publication, in the spring, of a report for the last year, but showing the accounts only up to August of that year. The accounts, as I have already stated, are well kept and clearly shown, but it would surely be better if the accounts for the whole year in the reports referred to were given, *i. e.*, that they should close with December, and not with August. And I may mention that these reports have afforded me little or no insight into the history of the school. They consist of copies of hymns and songs at the Christmas breaking up, of the reports of outside examiners, &c., but I was disappointed to find no returns of any kind regarding the boys in each class, or the marks obtained by them Such statements, as I have given in the educational section, were inserted in the last year's report for the girls' school, but the boys' department shows no sign. It does not seem necessary that a school which so little looks for public support should print hymns and songs, but it would be of an advantage if an intelligent résumé, of the year's proceedings was given. It must be a very barren year that would not afford some subjects for special remark.

LUCKNOW MARTINIÉRE.

II.

12. A few years after the foundation of the Calcutta schools, the Supreme Court, with the sanction of the Governor General, by an order dated 11th April 1839, appointed the Secretary to the Government in the General Department, and the Government Agent, for the time being, Trustees for the Martin Charities at Lucknow, that effect might be given to the charitable bequests of the late Major General Claude Martin. The Trustees were requested to prepare a scheme for the management of the College "conformably with the provisions of the will, to the amount of the funds set apart for the purpose, and to the condition of the King of Oudh that the Christian religion is not to be taught except to those who voluntarily desire it."

The appointment of Trustees for the Lucknow Martin Charities.

13. The following scheme was prepared by the Trustee and approved by the High Court:—

The scheme prepared by the Trustee.

"That a college be established at Constantia House in Lucknow, and be denominated 'La Martiniére.' That a marble tablet containing the following inscriptions in English and Persian be affixed to the principal entrance to the building":—

"'The college named 'La Martiniére' was established and is supported out of property bequeathed for that purpose by Claude Martin, a native of France, and a Major General in the service of the Hon'ble East India Company. He was born at the city of Lyons in the month of January of the Christian year one thousand seven hundred and thirty-five; he died at Lucknow in the Kingdom of Oudh on the 13th day of September in the Christian year one thousand and eight hundred, and was buried within this building. This college was established in the Christian year one thousand eight hundred and forty.'

"That out of the funds now standing to the credit of the general account such sums be appropriated to the construction of additional building to the Constantia House as may be necessary to fit that structure for a College, sufficient for not less than two hundred scholars with accommodation for boarding and lodging within the institution for at least one-fourth of that number, and with suitable apartments for the Principal, and for the several teachers, English and Persian, and for a Library.

"That admission to, and equal participation in, the benefits of the college be given without preference in respect of religion or sect. That according to a condition expressed by the King of Oudh in giving his permission to the establishment of the College, those students only who volunteer to be instructed in the Christian religion shall be taught it; and in conformity to that condition, no works on Christian Theology shall be admitted as class books in the college.

"Those students who in consequence of the distance of the Constantia House from the city of Lucknow, or from any other cause shall prefer to reside either permanently or temporarily on the premises, shall be boarded and lodged at the institution to the extent of the accommodation thereby afforded, subject to such regulations in respect to admission and internal arrangement as the governors shall direct. If this arrangement can be combined with the stipendiary scheme for meritorious students the governors to take advantage of it.

"That books for imparting useful knowledge in the English, Persian and Arabic languages, and Philosophical apparatus, globes, maps, and other instruments or things necessary to, and useful in, the instruction of youth and for the purposes of education be from time to time purchased under the directions of the visitor and governors hereinafter named That the said philosophical instruments and apparatus be not lent out or permitted to be removed from the institution. That in addition to books used in, and for the purpose of, the pupillary instructions, a library be formed to consist of two departments, the one of works for occasional consultation or reference such as Encyclopædias, Dictionaries and other works of the like kind, or other costly works to remain in, and be irremoveable from, the institution itself; that the other consist of popular works of Poetry, Travels, History, Geography, Science, and other branches of sound and useful knowledge to be lent out to the pupils for perusal either within or out of the institution under proper regulations for their preservation and regular return within stated

periods, &c.; such regulations to be fixed from time to time by the visitor and governors, and to be publicly placed and kept up in some conspicuous place in the said libraries.

"That instruction be conveyed to the persons to be educated at this institution in works written in or translated into the English, Persian (including Arabic), and Vernacular languages; in the latter, when by the possession of good class books, it may be advantageously employed, and that the best instruction be given, which it is possible to procure, reference being had to the means and nature of the institution.

"That the British Resident at Lucknow shall be the visitor of the college.

"That the said Resident, the Assistant to the Resident, and Commanding Officer at Lucknow, for the time being, shall be *ex-officio* governors of the institution; the *ex-officio* governors and any other persons, whether European or Native, who being zealous for the advancement of the objects of the institution shall be from time to time nominated and appointed by the governors, shall be a local committee for superintending, managing, and governing the said college; any three members to form a quorum for the transaction of business.

"That a Principal shall be appointed for the College from time to time by the visitor and *ex-officio* governors, or the greater number of them on a salary not exceeding Co.'s Rs. 600 per mensem, who shall reside on the premises, and who shall be member of, as well as Secretary to, the local committee, and who shall, subject to the directions of the said committee, be the immediate governing, superintending, and managing officer of the seminary, and as such shall disburse the pay and allowances of the establishment attached to the institution. No Minister of religion and no person who has not an adequate knowledge of the Persian and Oordoo languages shall be eligible to the office of Principal or Head Teacher, but if no person being properly qualified in these respects in the opinion of the said visitor and *ex-officio* governors or the greater number of them can be found, a temporary appointment may from time to time be made until some person properly qualified in these respects shall be selected and appointed to the offices.

"That the establishment shall at least consist of one Principal of the college, one head teacher in the English Department, one Arabic and one Persian Moulvee, and that the remuneration to the Principal shall not exceed the sum of Rs. 600; that of the head teacher Rs. 400, and that of the Moulvees Rs. 200 each per month, subject always to the power of the local committee to reduce the same, in addition to any emoluments which, under the sanction and with the consent of the local committee, they may receive from scholars who pay for instruction.

"That in case the number of three *ex-officio* governors cannot be made up either by reason of the absence from Lucknow of any of the officers hereby named as *ex-officio* governors, or from the suspension or abolition of any such offices or from any other cause, then that it shall be competent for the Governor General of India, from time to time, to name any number of Europeans, resident at or near Lucknow not exceeding three, to be *ex-officio* governors of the said institution, so that the whole number of *ex-officio* governors do not at one and the same time exceed the number of three; and that it shall be lawful for the *ex-officio* governors for the time being, with the sanction of the Governor General of India, to remove from time to time any member of the local committee; but that no such member shall be permanently removed from the local committee when once appointed unless upon the application of the *ex-officio* governors or the major part of them to the Governor General of India, and with his sanction to such removal, but that in the meantime they shall remain suspended from office until the pleasure of the Governor General shall be made known.

"That the local committee for the time being shall have power to make, from time to time, subject to the approval of the Governor General of India, rules and regulations for the creation of, and appointment to, scholarships the qualifications of the persons to be appointed hereto, the time for which such scholarships shall be enjoyed, provided always that no scholarship shall be held for a longer period than three years, and the amount of the emoluments of such scholarships, but not to exceed in any one year the sum of Rs. 300, and to award money prizes for proficiency in learning, good conduct, and regularity of attendance, reference being had to the state of the funds of the institution, and the due advancement of the objects of the said institution, and such rules and regulations, when approved, shall be filed in the Master's Office of the Supreme Court of Judicature at Fort William in Bengal. That the said local committee shall have power to make all necessary rules and regulations for carrying into effect the provisions of the same scheme, and for the due advancement of the objects of the said institution, provided that such rules and regulations shall be in no respect repugnant to the will of the founder, or to the provisions of the said scheme, and the same shall, from time to time, within a convenient time after the making of the same, be sent by the said local committee to the Governor General of India, or be otherwise notified to the said Governor General, and filed in the Master's Office of the Supreme Court of Judicature at Fort William in Bengal.

"That an examination shall take place on the anniversary of the death of General Claude Martin, when the scholarships and prizes will be appointed to and distributed."

14. It was accordingly ordered that, after the necessary repairs to Constantia house had been effected, a school for 200 boys of all religions should be opened, one-fourth of whom might be boarders. A long time elapsed, and a large sum of money, Rs. 2,69,107, was spent before the buildings were ready to receive pupils. The College was at last opened on the 1st October 1845, with a nominal register of 97 pupils. By March 1847, 132 were enrolled, one-fifth Christians, two-fifths Mussulmans, and two-fifths Hindoos.

The Martiniére at Lucknow is opened.

15. Most of the Christian lads came as boarders, while the Hindoos and Mussulmans were residents of the city of Lucknow. Efforts were made at various times to attract boarders of this class, but without much success, and the result was that Christian boys increased in numbers, while the Native scholars diminished.

Unsuccessful attempts to attract Native boarders.

16. The College was divided into an English and an Oriental Department. Many Native lads attended the former, but the latter was never very successful, as Arabic, Persian and Sanskrit teachers were procurable at a small expense in Lucknow itself. This department was consequently not re-opened in 1859. From 1855, Christian and Native boys had been separated in school, in the hope of improving the former in the knowledge of English, and in 1861 (1st February) the Native school was removed, and a Native Martiniére established in the city itself. The system of fees was then introduced, and the school lost its special character.

Oriental Department now a separate native school.

17. The following return has been made up from the Trustees' reports, and exhibits the strength of the several departments up till 1857 :—

Numerical returns up to 1857.

Year.	Christians.	Mahomedans.	Hindoos.	Total.	
1842	28	51	53	132	Of the 28 boarders, 22 were Christians and 6 Mussulmans.
1848	59	29	21	109	40 boarders, 6 Mussulmans, total 50.
1850	58	43	17	118	
1851	73	36	20	129	
1852	58	36	18	112	48 Christians and 5 Mussulmans boarders.
1853	69	10	10	89	
1854	83	16	23	122	
1855	78	38	25	141	
1857	103	...	...	...	In European Department; 106 in Native; 24 in Oriental; and 35 in Surveying Class. Total 268.

18. This is not a very reliable return. We are elsewhere told that 65 Christian boys only entered the Residency on the 18th June 1857. Of these, four were boarders and 61 foundationers; two of the former died during the siege, but among the latter there were no casualties, and only two were returned as wounded. The elder boys were armed and did military duty; others worked the telegraph, and a number were usefully employed in hospital in attending on the sick.

The siege of Lucknow.

19. After marching out with the relieving force, and after a short stay at Allahabad, the school reached Benares on the 15th January 1858, where it had been determined temporarily to locate it. During their residence at Benares the numbers were somewhat small, and but 68 (all Christians) returned to Lucknow on the 23rd March 1859.

The school located at Benares, 1858.

20. The following short table shows the strength of the school in all branches from 1859 to 1872 :—

Numerical returns from 1859.

Period.	European Department.					Native Department.					Grand Total.
	Foundationers.	Boarder Foundationers.	Boarders.	Day-Scholars.	Total.	Native Christian Foundationers.	Hindoo Foundationers.	Mahomedan Foundationers.	Day-Scholars.*	Total.	
23rd Mar. 1859.	65	...	3	...	68	...	...	...	...	...	68
1859-60 ...	69	...	20	18	107	3	2	1	65	71	178
1860-61 ...	75	...	27	33	135	14	11	11	76	112	247
1861-62 ...	74	4	33	17	128	15	10	10	109	144	272
1862-63 ...	80	17	40	12	149	14	9	11	125	159	308
1863-64 ...	78	23	43	11	155	3	9	12	121	145	300
1864-65 ...	80	20	60	29	189	1	8	12	74	95	284
1865-66 ...	82	15	86	28	211	...	8	10	75	93	304
1866-67 ...	81	6	80	31	198	...	9	9	74	92	290
1867-68 ...	81	...	74	41	196	...	9	8	80	97	293
1868-69 ...	84	...	70	36	190	...	7	9	162	178	368
1869-70 ...	80	...	80	30	190	...	120	...	88	100	290
1870-71 ...	83	...	63	18	164	...	80	...	98	106	270
1871-72 ...	83	...	67	30	180	...	190	...	116	135	315

* Hindoos and Mahomedans not distinguished in the college reports.
In 1870-71 scholarship-holders were substituted for foundationers.

The yearly expenditure of the College since its re-opening in March 1859 has been as follows :—

Total College expenditure of each year.

	Rs.	A.	P.
1859-60	62,474	7	1
1860-61	52,382	12	2
1861-62	48,084	8	9
1862-63	62,108	7	7
1863-64	62,289	8	11
1864-65	70,490	11	1
1865-66	71,328	10	5
1866-67	72,792	4	0
1867-68	71,855	9	6
1868-69	76,903	9	7
1869-70	78,967	14	6
1870-71	77,599	14	5
1871-72	76,635	8	5

21. The bequest which General Martin left with Constantia house, "to serve as a College or for educating children and men for to learn them the English language and religion," amounted in the first place to Rs. 1,00,000; but when the transfer of the funds was made to the Trustees by decretal order of April 1839 and August 1840, the College fund amounted to Rs. 84,56,256-12-7, and the total sum to the credit of the Martin charities at Lucknow was Rs. 14,35,371-1-2, or £143,537-2-1.

General Martin's bequest

22. The following funds seem, from the 1st Report of the Proceedings of the Trustees for the year 1841, to have been transferred to their charge :—

The Martin charities.

Heads.	Govt. Securities. 4 per cent.	Govt. Securities. 5 per cent.	Cash.	Total.
	Rs.	Rs.	Rs. A. P.	Rs A. P.
For payment of the establishment at Constantia house	2,83,100	.....	2,449 5 9	2,85,549 5 9
To payment of the monthly and annual pensions	1,98,000	.....	235 3 11	1,98,235 3 11
To erecting a tomb for Sally Begum, and for the annual payment of sicca Rs. 40 for the repairs thereof	1,100	2,000	11 15 0	3,111 15 0
To the annual payment of sicca Rs. 40 for the repairs of the tomb of Boulone Begum .	1,100	.....	204 2 6	1,304 2 6
Proceeds of sale of the garden and bazar at Lucknow to the interest of which Sally and Peggy Begums are entitled	21,000	.....	1,225 5 6	22,225 5 6
To annual payment of sicca Rs. 100 to Sally and Peggy Begums for the repairs of their house	2,600	.....	63 13 10	2,663 13 10
To the distribution of charity to the poor of Lucknow	64,400	.....	1,324 6 1	65,724 6 1
To the payment of the distributor of the above charity	11,300	.....	.....	11,300 0 0
To the establishment of a College at Constantia house	1,35,400	7,06,300	3,556 12 7	8,45,256 12 7
Total Sicca Rs. ...	.....	... .	.....	14,35,371 1 2

23. The Trustees allowed the following sums for the monthly establishment of the College. The first payment dates July 1845 :—

The yearly endowment, 1845.

	Rs.
Salaries of Principal, Head Master, and Assistant English Teacher	1,200
Salaries of Arabic, Persian, and Urdu Teachers	400
Pay of establishment	267
Allowance for school books, stationery, &c.	100
Ditto for prizes	25
Ditto for stipends to meritorious students	200
Secretary's office establishment	50
Allowance to Medical officer and establishment	131
Ditto for library and philosophical apparatus	200
Expense of feeding and clothing 50 boys on the foundation ...	600
	3,173
Estimated to meet contingencies	127
	3,300

24. These estimates were soon exceeded as we find by the half-yearly report of September 1856 :—

The expenditure in 1856.

	Rs.
Salaries or education absorbed	1,915
Servants	357
Diet, clothing, &c.	900
Medical expenditure	152
	3,324

leaving, according to the original scheme, various items of expenditure still to be provided for.

25. I may here mention that, owing to the irregularity with which the early reports were submitted, the unsystematic way in which they were, and indeed are to the present day prepared, it has been found impossible to give a statement of accounts for

Incomplete records.

any number of years. The Trustees' Proceedings contain mention here and there of the yearly expenditure and the rate per boy; but they are not reliable. Mr. Stobart has only been able to prepare a detailed statement for a month in each year. It is needless to remark that the expenses of one month afford no criterion of the College expenditure. It is not safe to generalise on any period shorter than 12 months, and so the expenditure under each head can only be given for the years 1869-70, 1870-71, and 1871-72. The returns of years previous to the mutiny would have been of little use for comparison, as the character of the school has so much altered. But it would have been advantageous, had it been possible, to prepare a statement for each year since 1859.

Accounts of 1869-70-71.

15. Such accounts as are available have had to be re-made. I have placed them, as far as possible, under the same heads of account as I have elsewhere adopted—

	Establishment.	Domestic Establishment.	Diet.	Clothing.	Miscellaneous.	Total.
1869-70 ...	39,822	8,726	26,090	...	27,568	103,206
1870-71 ...	37,422	8,327	22,333	1,420	18,353	87,855

Salaries and allowances to masters and European servants are included in establishment accounts of 1869-70, while in the following year "establishment" contains such items as "salaries, college, estate, charity, and darogah's pensions."

In the same way, diet includes in one year the whole of the "clothing and ordinary household expenses;" in the other all the clothing expenditure, except apparently the cost of purchases in England.

The expenditure of 1871 may be put thus:—

Establishment.	Domestic Establishment.	Diet.	Menial Establishment.	Medical.	Other Charges.	Native School.	Total.
28,282	2,640	14,899	500	2,845	3,888	5,257	62,811
*12-8-0 Per boy monthly.	1-6-0	9-2-0	3	1-8-0	2-7-0	3-4-0	33-5-0

But this account falls short of the sum actually spent by Rs. 10,325. The total should be Rs. 73,136, but, to make a fair comparison at all, we must deduct the cost of the Native School.

Establishment.	Domestic Establishment.	Diet.	Clothing.	Miscellaneous.	Total.
29,518	7,640	85,432	6,540	8,426	67,556
*12-14-8	3-14-8	9-0-0	3-13-4	5-2-8=	34-13-4

The estate, building, charity and darogah's expenditure are separately given in the yearly report. They bring up the total, with some advances, to Rs. 89,680.

The accounts of 1871-72.

26. Even the accounts for the year 1871-72, prepared some time after my visit, are not satisfactory. An attempt has been made to find out the relative cost under each head of account, and the total cost per boy. This amounts to about Rs. 35. But in

* Mr. Stobart has given 190 boys as the divisor for educational expenses, 160 as the domestic and medical divisor, 134 for feeding and other charges, "as this was the average number in residence for the year," and 175 as the divisor for the menial establishment. I have taken the same divisors for the separate heads, but for the total I have taken an average of all his divisors, or 172, and have also shown the average expenditure on the number he himself says were in residence, or 134.

one place, in the body of the report, the item of clothes is very properly taken into account; but in the appendix, to which the committee are referred for the calculations on which these results are based, this item is omitted, and the expenses of the Native School introduced, by which means the totals are brought more or less close, but on no apparent principle.

The expenditure of 1871 may be put thus :—

Establishment.	Domestic Establishment.	Diet.	Clothing.	Medical and other charges.	Total.
28,282	7,610	15,751	6,511	9,314	73,173
12-0-0	4-0-0	9-12-0	3-0-0	6-0-0	35-0-0
					367,55
					3-0-0

The estate, building, charity and darogah's expenditure are separately given in the yearly report. They, with the Native School, bring up the total with some advances to Rs. 89,680.

Payments by, and expenditure on, boarders.

27. There is one large item, *viz.*, the expenditure on boarders, which should have been kept distinct. This has not been done, and thus the fact has been lost sight of that they are costing considerably more than they pay. In the receipts of 1869-70, 1870-71, 1871-72—Rs. 23,400, Rs. 24,590, Rs. 18,622—are entered, but boarders and day-scholars' payments are counted together, and cannot now be separated. The boarders are said to have paid on an average Rs. 20 monthly in each of the last three years, while the monthly expenditure of every boy is about Rs. 35.

The Committee's proposals for enlarged accommodation, 1868.

28. In 1868 the Committee, finding they had a large sum of money in hand, decided on erecting new buildings. They applied to the Trustee for his sanction, but he, considering that the scheme might involve an application to the High Court, required the submission of plans and estimates. Mr. Bayley heard nothing more of the subject for 17 months, when he learnt that some of the buildings had been erected, others were not now required, and he was asked to provide funds to pay the excess expenditure which had been incurred, and which the savings in hand were not sufficient to meet.

A Financial Sub-Committee appointed 1869.

29. In connection with these matters and also in consequence of the very unsatisfactory state of the College which the examination of 1869 revealed, the Chief Commissioner ordered the formation of a Sub-Committee of investigation. Shortly afterwards the Trustee made a similar recommendation: "I shall accordingly feel obliged if you will take into consideration the feasibility of appointing a Commission, composed in such a manner as you may find convenient, which might, perhaps, with your consent, comprise the Director of Public Instruction in Oudh, and one or more Educational Officers unconnected with the Province; and I have to beg that you will give the Commission such instructions as will direct their attention to the various points on which the present administration of the college appears to be unsuccessful. The Commission might be asked for a full opinion as to the actual facts, and for suggestions regarding the amendment of what is wrong. Their attention might also be directed to the proposal, made in paragraph 27 of the report for converting the foundationerships attached to the Native Branch of the Martiniére into scholarships." Mr. Bayley on learning of the appointment of the Financial Sub-Committee, consented (28th November 1870) to wait till the Sub-Committee appointed by the Chief Commissioner had submitted their report with,—

1*st*.—A financial or budget statement for the College.
2*nd*.—A budget statement for the charity.
3*rd*.—A „ „ „ estate.
4*th*.—A scheme of study.

This report was only received by the Trustee in July 1872, and in the following month a revised financial statement arrived, which, as it has been adopted at the College, I may now consider.

30. The College expenditure is there put at Rs. 89,460 or Rs. 7,282 per mensem. They have been distributed under the following great heads :—

The estimated yearly expenditure.

Educational establishment.	Domestic establishment.	Diet.	Clothing.	Miscellaneous.	Total.
3,530	590	1,760	760	640	7,280

These divisions fall respectively (190 boys the proposed number) at 19, 3, 9, 4, 3, or 38, excluding the Native School. Day-Scholars are so few that they have not been considered. If 30 are counted equal to 15 boarders, the incidence per head would be Rs. 417 per annum or Rs. 35 per mensem.

31. The income to meet these expenses is from the following sources :—

The yearly income.

College Endowment	4,625 × 12=55,500
Estimate of fees and recoverable expenditure by the Local Committee	2,830 × 12=33,960
	89,460

This estimate shows each boarder as contributing Rs. 339 a year, whereas the details are given as follows :—

	Rs.
"100 Boarders at Rs. 200	20,000
40 Foundationers at Rs. 120	4,800
15 Foundationers' subsistence allowance of Rs. 2-8-0 per month or 30 per annum	450
35 Foundationers	Free
30 Day scholarships at Rs. 25 per annum	750
	2,600"

The difference, Rs. 7,960, perhaps includes cost of clothing and other advances made to boarders. These estimates are not quite reliable. So much however, is clear, that whereas boarders are only expected to contribute Rs. 200; they will cost on the average Rs. 420 each.

32. For facility of reference. I here give the Committee's Balance Sheet and a table in which every College item is placed under its proper head of account.

The General Balance sheet.

GENERAL BALANCE SHEET OF A. D. 1872.

La Martinière College, Lucknow.

General Balance Sheet of Receipts and Expenditure for I—College; II—Estate; III—Charity.

Receipts.	Per Mensem.	Per Annum.	Expenditure.	Per Mensem.	Per Annum.
I.—College.	Rs. A. P.	Rs. A. P.	I.—College.	Rs. A. P.	Rs. A. P.
			European School Teachers ...	2,650 0 0	31,800 0 0
			Native ,, ,, ...	175 0 0	2,100 0 0
Monthly Draft	4,625 0 0	55,500 0 0	Medical salaries	130 0 0	1,560 0 0
			Subordinate, European ...	185 0 0	2,220 0 0
			Servants	344 0 0	4,128 0 0
			Hot weather establishment ...	52 0 0	624 0 0
			Secretary's Office	80 0 0	960 0 0
Fees and recoverable expenditure recovered ..	2,830 0 0	33,960 0 0	Extra allowances, singing and drawing	100 0 0	1,200 0 0
				28 0 0	336 0 0
			House allowance	2,590 0 0	31,080 0 0
			Food, clothes, bedding, washing for 190 boys	270 0 0	3,240 0 0
				108 0 0	1,296 0 0
			Scholarships, &c.	360 0 0	4,320 0 0
			Books	160 0 0	1,920 0 0
			Sundry items	116 0 0	1,392 0 0
II.—Estate.			Contingent	107 0 0	1,284 0 0
			Beer		
Monthly Draft	285 5 4	3,424 0 0	Incidental charges		
Rent of Lands	308 5 4	3,700 0 0	II.—Estate.		
			Salaries of Superintendent ...	106 10 8	1,280 0 0
			Pensioners	114 8 0	1,374 0 0
			Servants	117 0 0	1,404 0 0
			Writer	20 0 0	240 0 0
			Petty Repairs, &c.	235 0 0	2,826 0 0
III.—Charity.			III.—Charity.		
Yearly Grants	265 9 0	3,186 12 0	Charity Distributor... ...	265 9 0	3,186 12 0
Salary of Distributor ...	38 13, 0	465 12 0	Salary of Distributor ...	38 13 0	465 12 0
Total ...	8,353 0 8	100,236 8 0	Total ...	8,353 0 8	1,00,236 8 0

Educational establishment.		Domestic establishment.		Diet.		Clothing.		Miscellaneous.		Total.
	Rs.		Rs.		Rs.		Rs.		Rs.	Rs.
Salaries ..	2,650	Subordinate European ..	185	Beer ...	116	Clothing ...	760	Medical Officer ...	130	
Office ..	80	Native Servants ..	344	Food ..	1,615			Medicine ...	60	
Allowance for singing and drawing..	100	Hot weather establishment ..	52	Plates, &c. ..	30			Washing ...	120	
Horse allowance ..	28	Bath	9					Bedding ...	95	
Scholarships ..	270							Pocket money ...	40	
Books	108							Audit ..	12	
Prizes	25							Games ...	25	
Examiners ..	8							Founder's feast ..	25	
Report	8							Outfit ...	13	
Library ..	50							Contingencies ...	8	
Contingencies ..	12							Tents	11	
Omnibus ..	8							Incidental charges.	100	
Tatties	11									
College contingencies.. ..	160									7280
	3,530	....	590	....	1,761	....	760		640	
								Addition of Native Teacher will bring		175
								Grand Total ...		7455 x 12 =89460

33. One cause of the confused state of the College accounts may be the fact that the Martin charities include other items than those purely educational. In paragraph 22 I have shown the amount of these funds when the Trustee's office was created. His last proceedings, March 1872, give the following figures :—

The present state of the Trust Funds.

Heads of Account.	In 4 per cents.	In 4½ per cents.	In cash.	Total.
	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. For the maintenance of the Martiniére College at Lucknow	18,72,100	81,900	27,241 0 4	19,81,241 0 4
2. For the payment of the monthly and annual pensions	42,300	3,900	853 1 0	47,053 1 0
3. For the distribution of charity to the poor of Lucknow	7,600	...	71 7 3	76,871 7 3
4. For the payment of the distributor of the above Charity	17,200	2,000	755 1 3	19,955 1 3
5. Sale proceeds of a Garden and Bazar at Lucknow, interest payable to Sally and Peggy Begums ...	34,500	5,200	1,612 12 3	41,312 12 3
6. For the annual payment of Sicca Rs. 100 to Sally and Peggy Begums for the repairs of their house	4,200	...	417 14 1	4,617 14 1
7. For erecting a Tomb for Sally Begum, and for the annual payment of Sicca Rs. 40 for the repairs thereof	2,100	500	578 5 7	3,178 5 7
8. For the annual payment of Sicca Rs. 40 for the repairs of the Tomb of Boulone Begum ...	1,600	...	543 15 4	2,143 15 4
9. For the pension of the Native Doctor attached to the College...	8,600	1,400	820 0 0	10,820 0 0
10. The Trustee of the Lucknow Martiniére (for the promotion of female education)	1,05,300	21,900	3,053 10 5	1,30,253 10 5
Total ...	21,64,700	1,16,800	35,947 3 6	23,17,447 3 6

34. The College Fund, which amounted to Rs. 8,45,256, now stands at Rs. 19,81,241, and the total sum invested is Rs. 23,17,447 against Rs. 14,35,371.

The yearly debts do not now equal the year's interest.

I have shown that the amount paid to the College authorities is yearly .. .. Rs. 55,500

The Clerk to the Trustee appointed in 1840 costs ... ... „ 3,600

Accountant General's fees, law costs, Bank Commission are put at ... ... „ 2,500

Total Rs. 61,600

There is a small sum of Rs. 40 per month allowed by the High Court for eight Chowkeedars, which the College estimates do not refer to. In the same way the pensioner's monthly payments, Rs. 138-10-8, are omitted. These are the actual expenses to be provided for out of the yearly interest of the College funds, which, in 1871, were as much as Rs. 78,570. The repairs and buildings have been put at Rs. 8,000 yearly, but without much enquiry.

Allowing that it is necessary to provide such a sum, and assuming that the rest of the money is spent in the best possible way, there is still a sum of Rs. 9,000 annually left to accumulate.

Pensions to Masters.

35. These yearly accumulations are the cause of the constantly recurring petitions of the Masters of the Martiniére for pensions. Although it is nearly 20 years since the question was first raised, nothing has yet been decided. In 1853 the Local Committee raised the salaries of the Masters "as a compensation for not being entitled to pensions"—

Rs.		Rs.		
200	to 250	120	„	135
150	„ 175	100	„	110

The Court of Directors (No. 64, dated 16th July 1855), suggested that a better plan would be to grant pensions instead of "increasing the salaries to Masters to compensate for the absence of pensionary advantages." Under the impression that funds were insufficient, the Trustee did not move in the matter. In 1860 the subject was again brought forward and various communications passed up till 1865, when the Calcutta Martiniére Committee were addressed on the subject, as the Trustee was of opinion that the High Court would require to consider the subject as a whole. The Masters, having subsequently learnt that it was proposed to devote £10,000 (accumulated arrears for the relief and release of prisoners) to the benefit of the Lucknow College, petitioned that it might be applied to the formation of a pension fund. This is the money that was eventually used for the Female Martiniére. The Masters of the College have again urged upon the Trustee the following considerations:—

"The Martiniére College at Lucknow is a single isolated institution, and promotion is necessarily very slow, and even if a teacher be promoted to the Government Educational Department, after years of service in the Martiniére, such service is not allowed to count towards pension. There are no public funds to which the officers of the College are eligible to subscribe. They are shut out from the Uncovenanted Service Pension Fund. They are left to subscribe to "Life Assurance Companies" and several of the officers of the College, still in residence, or who have left, were subscribers to the Albert Company. Of the masters now in the College, one has lost Rs. 2,000, another Rs. 1,500, and a third Rs. 450, in subscriptions alone."

The scheme was apparently made over to a Sub-committee who reported that "it was moderate in its demands, simple in its workings, advantageous in its results, and therefore entitled to the Committee's warmest support." Those gentlemen "adhered to the opinion expressed to the Trustee in the year 1865, that some pension provision in superannuation for the meritorious Masters should be made." They, therefore, forwarded "to the Trustee the pension scheme above alluded to, and left it to him to judge of its merits and practicability". Here it is only necessary to mention that the financial cost of the scheme, as stated by the Masters, would, on the lowest computation, be nearly Rs. 4,000 per annum.

The governing body of the present day.

36. The original order under which the Local Committee was appointed, has been already given. The Local Committtee of the present day is thus constituted: The Chief Commissioner of Oudh is Visitor; the General Commanding the Division is Governor; the Commissioner of the Division, the Chief Engineer of the Province, the Director of Public Instruction and the Principal of the College are the members. The latter is also Secretary. Theoretically all the power is in the hands of the Committee. They regulate admissions, they sanction the regulations for

internal management submitted to them, they elect masters, they dismiss them, and they are referees on every point connected with the Estate and College.

Indeed, when the Committee exert themselves at all, the Principal becomes a cypher. Where he really has power, and it is as a member of the Committee that the opportunity arises, is in the matter of admissions. This will be more properly referred to in a later section.

The Trustee.

37. The appointment of the Trustee seems to have been intended not only for the good of the College, but to give general effect to the charitable intentions of the founder. And with this object it was arranged that any rules and regulations which the Committee made should be notified to the Trustee and the Court.

In course of time, the Trustee has become the organ of communication with the High Court. No change which involves any increased expenditure, or even any material alterations in the College affairs is practicable without the Trustee's previous sanction.

The Principal and Secretary.

38. The original rules as laid down by the High Court require that the Principal shall be a good Persian and Oordoo scholar, and they prohibit the appointment of a minister of religion to the post. Now that the College has become an European school, this prohibition narrows the field of selection, without having any counterbalancing advantages. The present Principal, Mr. H. Stobart, is a scholar and gentleman, but his administration of the Martiniére cannot be held to have been a success.

In former times complaints were made, and an enquiry held, which was on the whole favorable to Mr. Stobart. But the state of the College, as shown at the yearly examination in 1869, was very unsatisfactory both as regards the attainments of the boys and the discipline of the College. The enquiry that has now been made establishes the fact that the want of regularity and system which the Committee of 1866 remarked on, is still to be supplied.

The state of the College in 1869.

39. When Mr. Stobart went home on a year's leave in 1869, the Vice-Principal was appointed to act in his place. During his incumbency, some light was thrown on the state of the College. The visitor, Mr. Davies, remarked as follows :—

"The general state of the school, both as regards discipline and educational progress, leaves much to be desired * *. The defects pointed out, though referred to in the past year, cannot in my opinion be fairly regarded as the growth of so short a period, but rather indicate the existence of errors of system, the correction of which is essential to the well-being of this institution."

The Director of Public Instruction reported that "the causes which led to the unsatisfactory result were patent. No proper scheme of studies was ever drawn up and insisted upon. Once a year it is believed that the Principal decided what were to be the studies for the next year for each class. But there never was any definite scheme followed and well known to all the schools, nor were the pupils ever compelled to finish a certain course within a certain period. The Principal then went to England. Whatever course he adopted, or improvements he meditated, were not on record. The existing scheme was either not well known or was departed from, and the result culminated in the examination of Christmas, 1869. In fact, so far as I understand what has been done, there has been no control ; matters have been left very much in the hands of the Principal and his subordinates, and thus without system any change in the matter has not been productive of good results."

It seems self-evident that a thorough re-organization and systematic management of the institution cannot be looked for in its present hands.

The present staff.

40. The educational establishment subordinate to the Principal is strong. It has been increased from time to time. In 1845, as I have shown, Rs. 1,600 per mensem was the allowance for masters' salaries ; in 1856 Rs. 1,935 per mensem was thus expended ; of the Rs. 1,000 additional, sanctioned by the High Court in November 1861, some portion was for masters, and in July 1868 Rs. 325 was allowed by the same authority for this purpose.

The detail of the establishment as given in paragraph 23 is here repeated.

Designation,	Salary.	Fees and allowances.	University or other Educational qualifications.	Previous Service in Educational or other line.
	Rs.	Rs. A. P.		
Principal ...	600	193 0 0	Worcester College, Oxon.	Since 1860 as Principal, La Martiniére College.
Head-Master ...	400	.....	London matriculation, highest class, in 1860. Little-go in 1861; Bachelor's Degree, third on Honor list in 1864.	Five years' European experience, and about as much in Indian Colleges.
1st Assistant Master	375	.....	Five years' education at St. Andrews' University.	Five years' service as pupil Teacher in the Madras College. St. Andrews; 5 years' service in the same institution as Mathematical and Arithmetical Assistant Master; 4½ years in the Doveton College, Calcutta, as Professor of Mathematics, Literature and Philosophy.
2nd Master ...	250	94 6 0	Five years a pupil teacher in the G. W. A. F. School, Swindon, Wilts.; two years at College (K. H. & B.), received 2nd class certificate of merit as a trained master.	Was 3 years a Master in St. Thomas Charter House Schools, Goswell Road, and nearly 14 years in the LaMartiniére, Lucknow.
3rd Master ...	175	17 12 0	Pupil teacher and student in the Military Training School for Army School Masters at Chelsea, London.	Army School Master for 12 years, last 18 months of which was spent at the Murree Lawrence Asylum; about 3 years in the Martiniére.
4th Master in Native School ...	175	51 1 0	12 Years' service in La Martiniére, Lucknow.	
5th Master ...	125	122 3 0	18 months' education at King's College, London.	About 3 years' service at the Martiniére; no previous experience.
6th Master ...	100	.....	Edinburgh University, matriculated, obtained Sibbald and Heriot's Bursaries; but had to give up on coming here. Was only two months there and has taught for four months here.	
Civil Surgeon ...	100			
Senior Sergeant ...	100			
Senior Matron ...	50			
Junior Sergeant ...	40			
Junior Matron ...	30			
Accountant ...	50			
Moulvie ...	55	8 0 0		
2nd Moonshee ...	50			
Native Doctor ...	50			
2nd Teacher, Native School ...	50			
3rd ditto ...	25			
Pundit ...	25			
5th Teacher ...	20			
6th ditto ...	10			
7th ditto ...	10			
TOTAL ...	2,865	486 6 0		
		3,351 6 0		

41. The Principal draws horse allowance, and some of the junior masters teach drawing, singing, &c., as extras. But the bulk of the sums shown as fees and allowances (in March 1872, Rs. 290-6-0) are capitation fees. The rules allowing these charges were passed in January 1864. The fees are granted at the following scale :—

Capitation fees.

To the Principal	...	...	Rs. 1 for each day scholar.
Ditto	...	..	„ 2 for each boarder.
1st Master	...	...	„ 10 „
3rd ditto	...	...	„ 9 „
4th ditto	...	...	„ 7 „
5th ditto	...	...	„ 5 „
6th ditto	...	...	„ 4 „
7th ditto	...	...	„ 3 „

These funds were granted on the understanding that "the allowance made is never to be in excess of the balance of profits on boarders' payments." But this seems to have been entirely overlooked, and the allowances are drawn, though the boarders are far from paying their way. The two masters who have last joined, are, I believe, not entitled to these extra allowances.

42. There is difficulty in procuring masters in this country who are up to teaching the higher classes, and the qualifications of the under-masters are not always such as to enable the Committee to promote them to vacancies in the higher grade. The qualification column in the above returns probably shows the masters in a more favorable light than they generally occupy. And Mr. Spencer, whose education and experience would seem to be the lowest, is perhaps the most successful teacher of all. The difficulty of arranging about the masters would be lessened if the connection between the European and Native school was abolished. As it at present stands, a master who is doing well in the lower school is sent to fill a vacancy in the Native Department, where he is perhaps thrown away. But the pay attached to that appointment necessitates the change.

The junior masters, the weak point.

43. Were the schools separate in name, as they are in reality, an Eurasian master on a high salary would be unnecessary, and the horse allowances now given to the Head-Master and Moonshee would be saved. The supervision the former is enabled to exercise is little more than nominal. He goes down once a week, but he has really no knowledge of the classes or the studies. The day I visited the school, there was a difference of opinion between the Principal and the master in charge, as to the curriculum in force, one being of opinion that the course laid down by the Educational Department for the Native schools had been adopted, the other that no such step had been taken.

Supervision of Native school nominal.

44. The interior economy of the College is in the hands of the Senior Sergeant. He sees the provisions on arrival, is supposed to weigh them, and generally he has control over all that comes in. The clothing is in his hands, and the tailors are at his bidding. He is a careful old man, and is supposed to be a thoroughly trustworthy servant, but there are many matters of detail where a change is clearly desirable. There is no system of contract, there are no proper weights, nothing but a few old lumps of iron; the meat is brought in and left in baskets on the floor. I was unable to learn that any meat was ever rejected. If weighed when brought, no memorandum is taken, but after one or more days the account is copied in from the khansama's books. The day I looked into this, 4 days' accounts remained to be written up. Such accounts are of course useless. The mutton seemed good, if thin, and the beef of a fair bazar quality. It would be better if the whole carcase was brought in, and the cutting up should take place in the College kitchen. It would then be possible to see whether the meat were diseased or not. The following statement of Commissariat and College prices was prepared for me by the kindness of Colonel Christopher, Deputy Commissary General, Lucknow.

Domestic arrangements.

Statement of Rates for the Month of March 1872.

Description of Articles.	Per	Bazar Price Current Rate.	Agency Rate.	Contract Rate.	Martiniére School Rate.	Remarks.
Loaves	Rupee	No. 8⅓ lbs.	20½ of 1 head		21 or 15¾ lbs.	
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Soojee	Md.	4 9 10	4 9 10	.....	4 8 0	
Flour	„	3 10 8	3 3 3	.....	4 8 0	
Butter	Seer	1 0 0	1 0 0	.....	1 0 0	
Milk	„	0 1 1	.....	0 1 2	0 1 0	
Mutton	Md.	5 2 0	14 7 6	.....	6 4 0	
Beef	„	2 9 0	6 11 5	.....	5 0 0	
Tea	Seer	.....	1 7 4	.....	1 4 0	
Sugar	Md.	14 5 1	.....	13 4* 6	13 0 0	Shahje-
Rice	„	5 13 6	.....	3 7 9	4 4 0	hanpore.
Salt, Sammor ...	„	6 12 3	.....	5 15 11	6 13 0	
Salt, Lahoree ...	„	6 4 10	.....	5 15 11	6 0 0	
Dhall, Moosoor ...	„	.....	.....	.....	4 0 0	
Dhall, Moog ...	„	3 13 6	.....	.....	3 10 0	
Raisins	„	30 13 6	.....	.....	11 8 0	
Ghee	„	25 4 2	.....	.....	23 0 0	
Pepper	Seer	0 12 0	0 10 0	.....	0 11 0	
Suet	Md.	14 2 2	.....	.....	10 0 0	
Eggs	100	2 1 4	.....	2 6 4	1 12 0	
Sago	Seer	0 4 3	0 5 0	.....	0 5 0	
Onions, green ...	Md.	0 8 2	.....	.....	1 8 0	
Onions, dry ...	„	3 1 3	.....	.....	1 4 0	
Potatoes ...	„	1 2 3	.....	1 6 6	1 6 0	
Vegetables . .	100 lb	2 8 0	.....	1 9 0	.....	
Chickens ...	Seer	0 6 0	.....	0 5 6	0 4 0	
Vinegar, Country ..	„	0 0 11	.....	.....	0 2 0	
Mosala	„	.....	.....	.....	0 4 0	
Spice, mixed ...	„	0 5 0	0 5 0	.....	2 1 0	
Firewood ...	Rupee	2½ Mds.	2½ Mds.	.....	3½ Mds.	

The office establishment.

45. In one point the establishment is certainly weak, and that is in the office. To keep the accounts of 200 boys is no small matter, and it is false economy to oblige the Principal to do this work himself. Hitherto only Rs. 50 per mensem has been allowed on this account. There is a Superintendent of the Estate who, as he is, is an expensive incubus, and who might be well employed as head of the office.

Under present circumstances it is hard to blame Sergeant Hilton and the Office for delay in submitting accounts. But in this country, at any rate, delay means inefficient control. A large sum of money spent in September 1871 is brought into the accounts of March 1872. Money has also been lost by delay in recovering boarders' fees. But the history of the correspondence with the Trustee, commenced in 1868, is the best proof that the office administration is wanting in vigor. The report which the Director of Public Instruction in November 1870 mentioned which only required to be copied out, was not sent in to the Trustee till July 1872. Although approved by the Committee, no practical effect had been really given to its recommendations. It is only now in August 1872 that a budget is framed and rules passed regarding it. And without pressure from outside, although rules may be passed, and the preparation of budgets ordered, they will not be carried out.

Superintendent of the Estate.

46. The budget (paragraph 32) contains three separate heads of receipts, College, Estate, Charity. General Martin's will directs the perpetual maintenance of the darogahs and allows the appointment of a Superintendent to assist them. The darogahs are now held to have duties as well as privileges. The duties of the Superintendent of the Estate are defined by the Trustee to be—

"1*st*.—To collect the rents of lands belonging to the estate.

2nd.—To look after the Constantia building and other houses belonging to the estate, the park and orchards, and to realize a revenue from the sale of grass, wood, fruits, &c.

3rd.—To pay the establishments employed for keeping Constantia house, park, and orchards in good order.

4th.—To pay the pensioners.

5th.—To keep the accounts of receipts and disbursements of the property under his charge, and to furnish them to the Local Committee.

6th.—To distribute charity weekly to the poor of Lucknow, and to furnish periodical accounts of such distribution to the Local Committee. Former Superintendents had given a good deal of trouble holding themselves independent of the Principal, so the Trustee, on the appointment of a new Superintendent noted that "he was to be in direct subordination to the Principal." The Local Committee apparently then appointed him to be head of the Principal's office, and at the same time gave the duties of distributor of the charity with the fees attached, to one of the darogahs. The Trustee, under the impression that the Superintendent's pay was to be reduced, and another subordinate maintained out of it, refused to confirm this arrangement, so the Superintendent has continued to draw a salary quite disproportionate to his duties, while the Principal's office has remained weak and under-handed."

Distribution of the charity.

47. The same person who superintends the Estate acts as distributor of the charity, and adds Rs. 465-12-0 yearly to his income by paying away Rs. 3,686-12-0 to various poor people selected by the Principal. While the other bequests in General Martin's will were not acted on, a distribution of the charity commenced soon after the General's death, and was continued for 22 years; it was then stopped and was not recommenced till 1845, since which time, with the exception of the years 1857 and 1858, its distribution has been regular.

The College a Protestant Institution.

48. I have pointed out, in paragraph 15, the nationality of the youths at first admitted to the benefits of the Martiniére College, and how little by little Europeans and Eurasians have ousted Native boys. A glance at the establishment of boys, part of the proposals now before the Trustees, will show how the Committee wish to replace foundationers by boarders. The College has been held to be a Church of England Institution; but, at the same time, no interference with a boy's faith and religion was to be allowed. Nevertheless, it is an exception now to meet with a Roman Catholic within its walls.

The class of children.

49. The question, however, that has never been settled, is the class of children the Founder wished to benefit, and the style of education he desired should be given to them. This question was discussed in the reports of 1850 to 1854, and appears to have originated in this way. The Principal was anxious "to exclude the children of the poorest class of Christians, with the view of correcting the unfavorable impression abroad, already noticed that the College was composed entirely of boys of the lowest position in life."

The education to be afforded.

50. This recommendation was negatived by the Local Committee and the Trustees; but while the former body suggested that nothing further should be aimed at than an education which would enable the boys, on leaving, to support themselves respectably, the Trustees concluded a short essay on the advantages of a liberal education, with a record of their opinion that "the standard of education in LaMartiniére should be as high as the talents and industry of the pupils would permit of its being carried." The Resident, Colonel Sleeman, then recorded his impression "that the views of the Founder were limited to affording food, clothing, and accommodation to a limited number of the children of the humbler classes, with such instruction as might be best calculated to fit them for humble and respectable employment in Government offices or private establishments," and he expressed his belief "that the institution amply fulfils all these views". Colonel Sleeman added that "it is a good and most useful school, and it is manifest from the Founder's will that he never expected or wished it to be anything more." The Local Committee had applied for the services of a Writing-master and Drawing-master as essential to the education of boys in this class of life, and Colonel Sleeman was evidently of opinion "that the

refusal to grant them arose from a refusal on the part of the Trustees to recognise the practical and modest character of the school. In reality this unwillingness to grant increased funds had arisen from a conviction on the part of the Trustees that the existing expenditure of the College was out of proportion, not only to the number of the pupils, but to the results obtained, and even to the results proposed to be realised by the Local Committee."

The Resident deprecates "in strong language the efforts which the Trustees have from time to time made to raise the tone of education in the Institution." Colonel Sleeman's words are :—

"Any attempts to force this useful school by hot-house culture into a College for persons of a higher class, destined for the learned professions, or for listless leisure, must end in disappointment to all parties, but more especially to those who are the victims of such fictitious culture."

Colonel Sleeman concludes his observations by repeating "that the views of the Local Committee are limited to a plain practical education, such as was contemplated by the Founder of the institution, and is best calculated to carry out his benevolent purposes, and that the Government of India might rely upon the Local Committee's best efforts to establish and extend the influence of the institution."

51. The only result seems to have been that Native boys learning English, who had hitherto been taught in the English Department, were now separated, and the European and Native schools were kept distinct. It is said that the knowledge of English of the former was much improved by this classification.

English and Native boys separated.

52. Before the mutiny the Christian boys admitted to the College were almost all denizens of Lucknow and Cawnpore. The railway facilities of the present day, the increased numbers of Europeans in India, and above all the desire of the Principal to convert the Martiniére into the best English School of Northern India, has now caused the reception of a class different to that whose claims the Resident in 1853 so strongly advocated.

The class of pupils *ante* and *post*, 1857.

53. That this bias of the Principal is not confined to Mr. Stobart, but is common, and indeed most natural to educational officers, is shown by the last record of the Committee's proceedings prior to the mutiny of 1857. It would seem that the Principal reviewed the names of the candidates, and only submitted a selected list to the Committee. On this occasion, the names of three boys were brought forward for two vacancies, but the Principal recorded his opinion that though two have decidedly the strongest claims, "the 3rd is in my opinion much the most desirable candidate for the College to receive as one of its wards."

The Principal's (1857) ideas of desirable wards.

But the Committee, under Sir H. Lawrence's guidance, admitted the deserving claims irrespective of the College ideas of desirability.

54. The following extract will show how the same ideas are allowed now-a-days to influence the election of Foundationers :—

Similar notions now influence election.

"Here however is a lad of nearly 13½ who knows only the first rudiments. He should certainly not be taken in, even on payment as a boarder, unless able to take for his age his proper position in the school, much less should the foundation be burdened with a lad, who has doubtless been almost entirely neglected as regards school work. I trust the Committee will at once veto Mr. ——— ———nominee. It is just lads of the above stamp who serve to lower the standard in the school, and to bring discredit on its teachers, when in reality the fault is entirely with parents who have neglected their duties. I would also remark that we have rules on this very head, and in my opinion they should be stuck to. The Committee have probably but a faint idea of the harm a big, neglected, stupid lad, down in a low class, has upon the tone of the school and on the younger lads."

55. No doubt this is all true, and is much felt by a Principal anxious for the renown of his College as a scholastic institution. But it is very questionable whether such educational notions should be allowed to interfere with a free distribution of this charity. It would appear to the uninitiated that lads who had no physical or mental infirmity, but whose early education had been neglected, were the very boys whose interests the founder had at heart; but we know from the above extract, and from other instances, that the state of educational preparation which an applicant can show very materially affects his chances of election.

Principal naturally objects to backward boys.

56. But there was another matter, which was twice mentioned to me by the actors in the scene during my inspection of the Martiniére. The Principal intimates the number of vacancies to the Military Chaplain at Lucknow, and asks that white children of the Army may be sent up as candidates. Local influences would naturally favor the local candidate, and the Principal's vote is always for the pure European against the dark-colored boy. It is natural that he should like to have white boys about him, but his initial action and vote militates against the interests of orphan and indigent boys who cannot claim admittance to a military school. Quite lately two smart intelligent lads, whose mother and step-father were present with their regiment, were admitted direct from the Lawrence Asylum at Sanawur. It is supposed that the fact of their being at a military asylum was unknown, but the fact remains, that boys who had been at the Byculla, Mount Aboo, and Sanawur schools were preferred to other candidates for the Martiniére foundation, and another case was mentioned to me by the mother: four of her sons had left the Lawrence Asylum for Lucknow, and she expected that the two who were then at Sanawar would shortly be summoned as foundationers to Lucknow.

Soldiers' children considered desirable applicants.

57. The fact is, that there is little knowledge of the Martiniére, its endowments, its capabilities, the classes for whom it is intended, and the manner of obtaining admission. Those who have been stationed at Lucknow, or who have had opportunities of obtaining information regarding its rules and regulations, apply to the Principal for a nomination, but, as a rule, Northern India knows nothing of the history or endowment of its wealthiest College. No means, by advertisement or notification through the public press, are taken to inform those whom it may concern of the number of vacancies, or of the date on which the Committee will proceed to an election. The claims of those who have made applications are considered, but no means are used to ensure that the most deserving cases will come under consideration. Again, when once refused admittance, a boy's name is struck off unless fresh application is made. The whole question of admission is open, and consequently Committee men who have strong opinions on educational fitness, or who prefer white to dark boys, are able to follow out their own particular ideas.

No general knowledge of the Martiniére.

58. The strength of the College is shown in the following statement paragraph 7 of Report 1871-72:—

The numbers now received and classes contemplated.

Foundationers.	Boarders.	Day-Scholars.	Total.
83	67	30	180

The table in paragraph 20 shows that a larger number used to be received. Sanitary considerations caused a reduction.

The scheme prepared in 1870 contemplated only 100 foundationers, 100 boarders, and 25 day-scholars. The papers on this subject only reached the Trustee in July 1872, and a month later a new scheme was submitted, which was, without any additional grants, to allow of the reception and maintenance of 90 foundationers, 100 boarders and 30 day scholars. But financial requirements in both these schemes divided the foundationers into two classes, those (1) paying a portion of expenses, and (2) free boarders. Both recommendations are unfavorable to the free boys, while they would increase the numbers of boarder-foundationers.

The scheme of 1870 shows—				That of 1872.—	
100	Boarders at	19-8-0 ...	1,950	100 Boarders at Rs. 200 per annum ...	20,000*
30	Boarders (foundationers)	10-0-0 ...	300	40 Boarders (foundationers, Rs. 10 per month	4,800
20	,,	60-0-0 ...	120	30 Day scholars, at Rs. 25 per annum	750
25	Day scholars	2-4-0 ...	56	15 Foundationers' subsistence allowance	450
175		2,426 × 12 =	29,110	185	26,000

* According to this estimate the average payment of boarders will be Rs. 15 per mensem for a year of 12 months.

In the one case apparently 45, and in the other 35, free foundationers should be added to the number. They, however, are not referred to in these estimates, nor is there any mention of such a class in the school prospectus. Boarders, foundationers, day-scholars and day-boarders are the classes shown.

59. The following extract of the Prospectus of the present year 1872 is important—

The Prospectus of 1872.

5. The charge for a boarder or day-scholar is laid down in the following table:—

Income of Sender.	Charges for Boarder per annum.	Day-Scholar per Mensem.
Under Rs. 60 per month ...	.....	Rs. 1
Under „ 150 „ ...	Rs. 170	„ 3
Under „ 200 „ ...	„ 200	„ 4
Under „ 250 „ ...	„ 230	„ 5
Under „ 300 „ ...	„ 260	„ 6

The above charge covers all expenses (in the case of a boarder) for Tuition, Board, Lodging, Washing and Attendance.

Books and medical attendance are "extras," the former being supplied at a charge of Rs. 10 per annum; for the latter, inclusive of medicines, a charge of Rs. 12 per annum, payable half-yearly, is made. Drawing is also an extra, for it Rs. 12 per annum will be charged.

Four Classes of Students.

Four classes of students are entertained by the College:—

I. *Foundationers.*—These are entirely supported, clothed, and educated out of the funds of the institution. Their number is limited to eighty.

II. *Boarders.*—The sons of parents who can afford to pay for them according to the scale laid down in Rule V. The number of boarders is at present limited to eighty.

III. *Day-Scholars.*—Boys whose parents reside at or near Lucknow, and who receive instruction only at the College.

IV. *Day-Boarders.*—These are the same as day-scholars, except that in addition to their education they are provided with breakfast and dinner at the College (*vide* Rule 21).

N. B.—*In the College all classes are treated alike.*

60. The first mention of this class of boarder foundationers is in the proceedings of 1861. There had been boarders previous to, and after, the mutiny, and apparently at various rates of payments, but at this time a new term—boarder foundationers—was employed, and parents were invited to send children at Rs. 6 and Rs. 12 monthly. The scheme appears not to have answered, as since 1866-67 there is no mention of them. The schemes of 1870 and 1872 propose to revive this class, but at the expense of the free foundation. The Calcutta Martiniére is bound to keep up a certain number of free boys and girls. There seems to be no such condition extant at Lucknow, but it has been the practice to consider half the boarders free and half paying.

Boarder foundationers.

Rules have been passed but not kept to; and it is now impossible to ascertain anything with certainty.

61. We must not lose sight of the fact that it has always been intended that boarders should pay their own way. The following would seem to be the earliest regulations on the subject:—

The boarders are supposed to defray their own expenses.

"In addition to the children on the foundation, a certain number of other boys may be admitted into the school as boarders, provided there be accomodation for them, on the payment of a monthly fee.

"The rate at which the boarders shall be required to pay shall be fixed by the Local Committee, and the amount received by the Secretary on account of the institution. Out of the sums thus received, the expenses incurred on account of the boarders shall be first defrayed, so that they may not in any way be a charge upon the funds of the school; and

from the residue such remuneration as to the Committee may seem reasonable shall be given under the sanction of the Trustees, to the master, under whose charge they may have been placed, for his additional trouble.

"They shall have separate sleeping apartments from the boys on the foundation, but shall be required to conform in every other respect to the regulations of this division of the school.

"The proposals of July 1868 are equally explicit, and in thorough accord with the standing rules of the Calcutta Martiniére.

"From the large number of applications which are from time to time received for the admission of boys as paying pupils, we gather that the education afforded at the Martiniére is appreciated and sought after, and from the large foundation endowment of the institution we are enabled to offer this education at a more moderate charge than that for which it can be obtained elsewhere, and we are desirous of being able to offer to a larger number of boys the opportunity of having the advantages which the College affords; for we would remind you that the Martiniére entertains among others a class of paying pupils the circumstances of whose parents would not enable them to send their children to the more expensive schools in the hills. It is for this class that we wish to make more extended provision. We have to remark that, in entertaining these additional pupils, we shall make such charges as will fully pay for all disbursements; for it is not our intention that these boys shall in any way be a tax on the general income of the institution.

"We propose, therefore, in carrying out the above scheme, to make such additions to, and alterations in, the College buildings as shall give us room for one hundred additional pupils, and we here beg to bring generally to your notice of what these additions and alterations will consist."

And in the latter despatch, dated 19th June 1872:—

"I would here beg to remark, that it is not intended that the additional masters and pupils and establishment entertained should be in any way a burden on the funds of the College. The additional pupils will pay such fees as will entirely meet all increased expenditure, and for this reason it will not be necessary to ask you for any additional grant to the monthly allowance at present received."

It would seem that the Local Committee are of opinion that the boarders cause no expense to the College, as the fees now proposed are not higher than those hitherto taken,* and as they permit the masters to draw the extra fees which (para. 41) were conditionally allowed to them. There is one very simple way of proving this. Rs. 55,500 is the yearly endowment for educational purposes: 50 foundationers is the full number allowed, consequently Rs. 58 are monthly allowed for each free boarder. But Rs. 35 is the amount of cost incurred for them and the rest goes to make up the boarders' payments.

The position ex-boys hold.

62. The number of boys who have left the College since 1860 are—foundationers 205, boarders and day-scholars 544. Mr. Stobart is able to show that 55 of the former are occupying respectable positions on salaries varying between Rs. 50 and 450, the average being about Rs. 50 per mensem. The return of boarders and day-scholars accounts for only 45. Their salaries vary from Rs. 10 to 450, and average Rs. 76 per mensem. A return has also been submitted of the pupils of the Native school, which accounts for 64 drawing between Rs. 10 and 200, averaging Rs. 57 per mensem. There are 13 officers of the Public Works Department educated at the Martiniére who are in a position where the salary ranges between Rs. 100 and 450 a month, and there are two upper subordinates drawing Rs. 80 each. A good many of the boys have found employment in the various Railway workshops, where their salaries about equal the sum which has been monthly spent on their education.

63. In the following years—

The returns of the last three years.

	1869-70.	1870-71.	1871-72.	
Boarders, &c. ...	22	21	16	TOTAL 59
Foundationers ...	15	7	10	TOTAL 32

have left the college.

1 Boarder known to have entered the Customs.
1 Boarder Foundationers „ Railway.
6 Foundationers „ „ „
1 Foundationer „ „ Medical Department.

* Rs. 20 a month for 10 months was the average payment in the year: now Rs. 200 will be the average paid per annum for each boarder.

Some foundationers who cannot on account of age remain, are then allowed to enter as boarders. It seems strange that the circumstances of parents should so suddenly improve.

64. Of the boys now present the following return has been given :—

Parentage of boys.

	Foundationers.	Boarders.
Sergeants and Soldiers	22	...
Conductor and Staff Sergeants ...	15	16
Railway Employés	5	13
Military Pensioners	6	...
Civilian, Clerks, Traders, Petty Employés	18	8
Assistant Commissary of Ordnance ...	2	1
Deputy Collectors, and Judges, Small Cause Court	1	4
Indigo Traders, Proprietors	1	7
Sub-Medical	1	3
Police	1	...
Scripture Readers	2	...
Customs and Pilot Service	1	1
Pensioned Uncovenanted	1	3
Schoolmasters	2	1
Paymaster	1	...
Civil Engineer, Civil Surgeon	1	2
Unknown	1	...
Private Individuals	...	7
Engineers, Overseers, &c.	...	9
	81	75
		56

65. The only similar return of this nature is one I have lately come across in Dr. Mouatt's report. He shows that 23 were sons of Clerks, or Merchants,

Parentage, &c., of boys in 1854.

3	„	„	Medical,
3	„	„	Officers in Oudh Service,
9	„	„	Non-commissioned officers and men
38			

And they were training respectively for Writerships, &c. ... 16
Moonsiffees ... 3
Surveying ... 4
Subordinate Medical ... 12
Oudh Service ... 2
Company's Local Army ... 1
38

66. The House of Constantia, or Luckpyrah, is situated in a noble park covering nearly 300 acres, but its position is unfortunate, nor is it well adapted for scholastic purposes. General Martin, it is believed, built it with the intention of selling it to the Nawab, but he refused to purchase it. To prevent its subsequent confiscation, the General directed that he himself should be buried in it. The accompanying photograph and plan gives a good idea of its appearance and size in the present day. In 1840, when it was determined to carry out the provision of the Will, the colonnades were added to the original house, and various repairs effected, at a cost* of Rs. 2,94,003. Rs. 43,744 were expended in 1851-52-53 on various improvements, and in 1859 the damage caused during the mutinies was repaired at a cost of Rs. 92,643. Of this, Rs. 22,000 were recovered as compensation from Government.

Constantia House.

* Trustee's Proceedings, 1843 to 1848, paragraph 18.

The following extract is from the Trustee's Proceedings, 1870 to 1872, paragraph 15. It refers briefly to the late correspondence regarding buildings :—

"In April 1868 the Local Committee submitted to me a scheme for the reception in La Martiniére of one hundred additional pupils. The scheme involved considerable additions* to the College buildings, and the cost, with furniture, was estimated at Rs. 59,200. To meet this expenditure, the Committee said they had in hand (from College savings) Rs. 29,200, and they asked for a grant from Trust Funds of Rs. 30,000. In reply, on the 18th June 1868, I expressed my general approval of the scheme, provided it was made self-supporting beyond the first outlay for building, and I stated that, to enable me to apply for the sanction of the High Court, it was necessary that I should be furnished with plans and estimates. I heard nothing more on the subject for seventeen months. On the 16th November 1869, the Committee informed me that they had commenced building, had expended their savings (Rs. 29,200), and had further incurred a debt of Rs. 3,111-14-5 "through the estimates having been exceeded." They begged I would send them Rs. 3,200 to get them out of their difficulties. I replied on the 4th December 1869, that the Committee should not have commenced building without sanction, which was dependent on the submission by them of estimates and plans, and on the approval of the High Court being obtained; that I had no money to send; and that I could not apply for money to the High Court, except with detailed plans and estimates. I therefore suggested that the Committee should look to their own resources to extricate themselves from debt.

		Estimated cost. Rs.
* 1.	Dormitory for 100 boys	1,500
2.	A dining hall	15,000
3.	Kitchen, &c.	2,100
4.	Four class-rooms ... } ...	6,000
5.	Library ... }	
7.	Hospital	6,600
8.	Two bungalows for four masters ...	12,000
9.	Covered verandah	7,000
10.	Bath	3,000
11.	Day-room for boys	1,000
12.	Cost of furniture	5,000
	TOTAL ...	59,200

"In reply, the Committee wrote—

(1). "That it had never been the practice to ask the Trustee's sanction to expenditure on buildings when such expenditure could be met from funds in the possession of Committee (paragraphs 2 to 5 of Principal's explanation.)

(2). "That when the Committee addressed the Trustee regarding accommodation for 100 additional boys, they also had in view the necessity of making additions to meet the urgent wants of the school as it then existed (paragraphs 6 to 10); that there were in fact two schemes.

(3). "That as the Committee possessed funds for the construction of these latter works, they commenced upon them without reference to the Trustee."

Sanction refused to further buildings.

67. The Trustee replied that in his opinion this was a most unsatisfactory state of things; that the original application had been understood to refer to one great scheme, and not to two independent works; that he must consequently decline to sanction the buildings for extra accommodation until proper plans and estimates were submitted; and that in future he must request the Committee to furnish similar information before expending any accumulated funds in their hands.

Various improvements made by the Committee.

68. It would seem that the Committee had in former years expended their savings on necessary works, *i. e.*, the hospital was built from this source at a cost of Rs. 12,738, and Rs. 8,670 was spent on the tank between the College and the river side. And now, in place of their savings of Rs. 29,200, increased to Rs. 34,680 while works were in hand, they were able to show :—

	Rs.
A bungalow in the park for assistant masters ...	... 12,003
A large well to supply the bath	... 5,021
Racket Court	... 4,448
Alteration of class into dining-room, and other minor repairs, new latrines, enlargement of bath ...	... 16,322

On these works they owed Rs. 3,111-14-5.

The Building Committee's report, 1870.

69. Partly in consequence of this deficiency, and with the view of effecting a settlement, a Building Committee was appointed. Its report, which was submitted in June 1869, showed that it was quite possible to accommodate 250 boys, allowing each boy 50 feet of superficial space, without any fresh building. They stated that the roofs of the colonnade would not bear another storey, so the proposed building could not be added: that if necessary more accommodation could be provided by utilizing the verandahs to the east of the north quadrant. The

dormitories of the junior boys are now on the same level, without any ill effects ensuing. Till the date of Dr. Mouat's visit in 1854 all the boys slept in the colonnade, and the upper rooms in the main buildings were used as day-rooms. On his recommendation the boys were sent upstairs at night, and the lower rooms were used for scholastic and dining purposes. The following statement gives the measurement, &c., of the sleeping rooms. Even on a sultry night in April these rooms are fairly ventilated and comfortable.

70. Statement shewing the measurements, area, cubic contents of the sleeping rooms, together with the amount of space occupied by each boy :—

Measurements, &c., of dormitories.

Number of room.	Dimensions. Length.	Breadth.	Height.	Area.	Cubic contents.	No. of beds.	Square feet per boy.	Cubic feet per boy.	Portion of building.	Remarks.
1	37'	16'	17¾'	592	10,508	11	53·8	955	South Quadrant.	
2	24	9	15½	216	3,348	5	43	669·6		
3	32	16	17¾	512	9,088	13	39	699		
4	33½	9	15½	301	4,672	7	43	667		
				1,621	27,616	36	45	767		
1	20¾	19¼	20	400	8,000	10	40	800	Main building, 2nd floor.	
2	34	19¼	20	654	13,080	16	41	817½		
3	103	14	20	1,442	28,840	37	39	779		
4	34	19¼	20	654	13,080	16	41	817½		
5	20¾	19¼	20	400	8,000	10	40	800		
6	Diameter		12'	113	1,130	2	56	565		6 } Octagonal.
7	Height		10'	113	1,130	2	6	565		7 } Octagonal.
8				113	1,130	2	56	565		8 } Octagonal.
9	D. 25' H. 20			490	9,800	8	61	1,125		
				4,397	84,190	103	42·5	817		
1	D. 12' H. 10			113	1,130	2	56	565	Ditto, 3rd floor.	} Octagonal.
2	D. 12' H. 10			113	1,130	2	56	565		} Octagonal.
				226	2,260	4	56·5	565		
1	D. 12' H. 9			113	1,017	2	56	508	Ditto, 4th floor.	} Octagonal.
2	D 12' H. 9			113	1,017	2	56	508		} Octagonal.
3	D. 12' H. 9			113	1,017	2	56	5		} Octagonal.
4	25½ × 16			510·7	8,171	8	63·8	1,021		} Octagonal.
				849	11,222	14	60·6	801·5		
1	12 × 10			113	1,130	2	56	565	Ditto, 5th floor.	} Octagonal.
2	12 × 10			113	1,130	2	56	565		} Octagonal.
3	12 × 10			113	1,130	2	56	565		} Octagonal.
				339	3,390	6	56·5	565		
				7,432	1,28,678	163	45·6	789·4		
	$182\frac{1}{2} \times 27 \times 19 = 4,927\frac{1}{2}$ · 93,622½								The measurement of North Quadrant, exclusive of verandah.	

71. The Building Committee's opinion is doubtless correct that additional accommodation is not necessary. The Committee, who in 1868 proposed to build for 100 extra boys, now find that room for 30 will answer all the demands on them. To me it seems that the requirements of the country have hardly been taken into consideration. The fact of there being a large sum of money in hand caused the original recommendation, and the present limit has been adopted so that some extra numbers may be received without an application for funds being necessary to the Trustee.

Additional accommodation not necessary.

72. The following returns, extracted from the report for 1871-72, are favorable to the College. Fever is naturally prevalent in the months of September and October. The position of Constantia House is low, and in seasons of heavy rain the lower storeys and the play-grounds are inundated. But on the whole the health of the boys is good, and many of them grow up into broad-shouldered, stalwart men. I saw some Martiniére boys in the railway workshops at Allahabad, and could not have wished to see better specimens.

Medical returns.

There is a good detached hospital with a resident Native Doctor. The Civil Surgeon of Lucknow is in medical charge, and receives Rs. 100 per mensem. Medicines are allowed to be purchased at cost price from the Medical Storekeeper.

LA MARTINIÉRE COLLEGE, LUCKNOW.

Return of sickness for the year ending 31st March 1872.

Month.	Number of boys in residence.	Number sick per diem.	Average sick to strength.	Death and fracture.	Prevailing disease.
1871.					
April	148	28	Average of sick to strength for the year : 3·28.	No fracture.	Prevailing diseases : May—measles and fever. July and October,—fever.
May	148	60			
June	152	54			
July	152	78			
August... ...	152	76			
September ...	150	76			
October ...	149	62			
½ ...	150	44			
November ...					
½ ...	40	5		No death.	
December ...	37	Nil.			
1872					
January ...	38	Nil.			
February ...	140	6			
March	148	40			
Total ...	134	44	3·28	Nil.	Nil.

H. STOBART,

Principal, La Martiniére College, Lucknow.

Comparison of the Health Returns of the La Martiniére College, Lucknow, for the years ending 31st March 1867-68-69-70-71-72.

Year ending 31st March.	Number of boys.	Sick per diem.	Percentage of sick to numbers.	Fractures.	Deaths.	Cause of death.
1867	158·3	6·6	4·3	3	Nil.	
1868	134	6·53	4·87	3	1	Cholera, 13th July 1867.
1869	137·4	4·72	3·13	1	Nil.	
1870	139	4·68	2·97	Nil.	1	Epilepsy, 9th April 1869.
1871	138	6·38	4·27	Nil.	2	(1) Hydrophobia, 1st October 1870. (2) Typhoid Pneumonia, 18th March 1871.
1872	134	4·4	3·28	Nil.	Nil.	

General Martin's provision for educational establishment.

73. In considering the views held, in the early days of this College, on the character of the education to be afforded, it must be borne in mind that the students were at first mostly natives, and that in those days, before any Educational Department had been created, such education as was obtainable in the country was chiefly Oriental. General Martin had mentioned Rs. 80 each was a suitable sum for "two men to learn reading English," "and for two men for learning Persian at Rs. 30 each." The educational establishment allowed by the High Court in 1840 is given in paragraph 12. The Trustees were not long in remarking that the education given was quite out of proportion to the expenses incurred; and, as their dissatisfaction continued, they requested Dr. Mouat, Secretary to the Council of Education, who was proceeding (January 1853) on a tour to the Northern Provinces, to report generally on General Martin's charities.

Dr. Mouat's opinion of the instruction afforded.

74. Dr. Mouat's report is dated 3rd March 1853. After referring to the buildings, the state of the College grounds, the office records, the Local Committee, and summarising his examination into the studies of the classes, he proceeds to say—

"From the above the Trustees will perceive that I consider the Lucknow Martiniére to be in an extremely unsatisfactory state; to be failing entirely in the great object which it ought to fulfil, and to require to be thoroughly remodelled. In submitting any plan for its re-organization it is necessary to guard against its being opposed to the evident intention of the late General's Will, and at the same time to take care that it shall be suited to the locality of the school and the wants of the times.

"All these objects will, I think, be most satisfactorily accomplished by rendering it a training school for the children of poor but respectable Christians and East Indians and such Natives as may choose to avail themselves of the education which I shall presently proceed to sketch.

"The instruction afforded in it should be eminently practical in its nature, and not attempt the higher branches of literature and science which belong to a university course. It should exclude the classical languages and literature of the East as entirely unsuited to the career and position in life of the pupils likely to resort to it."

Mr. Clint, who was then re-appointed Principal, read the report and was expected to make the reformations suggested. But it does not appear that any outside action was taken on Dr. Mouat's report. More important events were preparing for the Nawabee; and, in the excitement of the annexation, the siege, and the mutiny, Dr. Mouat's opinions were, if noticed at the time, again lost sight of.

The Trustees' view.

75. With reference to the Resident's remarks, quoted in paragraph 50, the Trustees had previously expressed* their opinion as to the style of education the Martiniére should afford.

* Trustees' Proceedings, 1851-52, paragraph 13.

"We are of opinion that the boys should first be taught to write a good hand, express themselves in English with correctness and facility, to read aloud, and thoroughly to understand any plain standard English work in prose, to survey and draw the plans required in surveying, and to calculate according to the plain English rules of arithmetic. These, we think, should be deemed the only essentials in secular subjects. But we desire to afford every facility to those boys who are anxious to acquire more knowledge, by placing at their disposal all the works and instruments required, and by giving them free access, at certain hours of the day or week, to the Principal or master able and willing to instruct and encourage them in the acquisition. The Principal or master so able and willing should, for the hours required, be relieved from all other duties, so that he may devote them entirely to such boys. The boys themselves during those hours should be relieved from the necessity of attending any other person, but they should not be permitted to attempt other attainments than those above enumerated as essential, till they are declared by competent authority to have made at least a certain progress in them. With regard to the vernacular, we would require as essential that the boys should learn the Oordoo thoroughly, so as to be able to read, write, and speak it with correctness and facility, but to do so they require to be tolerably well versed in Persian, and both should be studied at the same time. If the boys wish to have a knowledge of Arabic, facilities for acquiring the rudiments of it should be afforded to them after they have made a certain progress in Persian and Oordoo."

Between 1853 and 1872.

76. After the re-establishment of the College in 1859, things went on much as they had done before. The Principal certainly raised the tone of the College, and, by deporting the Native Department to the city of Lucknow, put the Martiniére in the way of becoming a great English school. But there was a laxity of rule, an irregularity and want of method in the school-room and play-yards, a want of backbone, if I may so speak, which caused a thorough break-down during Mr. Stobart's absence in England on a year's furlough. The consequence of the break-down of 1869 has been an attention to little things on the part of the Principal and a zeal in the classes which has placed the College in a more favorable condition than probably it ever was before.

The system to be pursued.

77. The question of the style of education to be afforded at the Martiniére has received much consideration of late years. The Chief Commissioner's attention was directed to the subject by the results of the examination held at the end of 1869. Mr. Davies consequently circulated the following minute to the Local Committee :—

Minute by the Visitor.—I wish to bring under the consideration of the Committee the question of a modification of the present scheme of studies at the La Martiniére College. It appears to me that some considerable change is advisable. There is, I presume, no doubt whatever that the object of the founder was to provide for the students an education practically useful to them in after-life, and there is some reason for thinking that this object is not now being fulfilled. For who are these students, and what their prospects? They are for most part the sons of European and Eurasian clerks in Government offices, some are sons of soldiers, others are orphans. It is very desirable that there should be an institution fitted for the practical education of the sons of men of these classes, but it is plain that they generally cannot hope for better positions than those held by their fathers, and therefore that the aim of the instruction given should be to qualify them to become good clerks, surveyors, translators, &c. For, if I am rightly informed, this is not the aim of the present scheme of studies. That is framed rather as if the boys were intended hereafter for the liberal professions of Europe. Hence Latin takes up a disproportionate space, whilst Urdu is almost entirely neglected. Writing, drawing, surveying, mechanics and other cognate subjects, if attended to at all, by no means have the prominence due to them from their practical usefulness to the student in his future career. The result seems to be that these students are at a disadvantage in the competition with Natives educated in Government and other colleges and schools, where the character of the instruction is better adapted to the circumstances of the country and the prospects of the pupils. Another effect of imitating too closely the system obtaining in English public schools is to render the cost of education excessive in proportion to the means of the parents, and, as I understand, practically to reduce the number of pupils. This question will probably come before us when we take into consideration the possibility of taking in 100 more boys as has been proposed.

I think it unnecessary at present to trouble the Committee with any details of the modifications seeming to me expedient. But if the general view taken of the matter by me commends itself to the judgment of the other members, it will then be best for us to have a meeting at which further proceedings may be discussed.

The 3rd December, 1869. (Sd.) R. H. DAVIES.

I entirely concur in Mr. Davies' views. I am strongly opposed to giving boys an education above their probable requirements in after-life. Let them be taught every thing which can possibly be of any use to them in the position they may be called upon to fill, but no more.

(Sd.) CHARLES CURRIE.

The 6th December 1869.

I concur most fully in the above.

(Sd.) WILLIAM MAXWELL.

The 6th December 1869.

I quite concur and have already expressed my views on this subject when discussing the Roorkee College question.

(Sd.) L. BARROW.

The 6th December 1869.

I quite concur with the Chief Commissioner. I have already expressed myself to that effect on a former occasion.

(Sd.) BROOK TAYLOR, *Major General.*

The 6th December 1869.

I quite concur.

(Sd.) W. A. ROBINSON.

The 7th December 1869.

The Officiating Principal was then desired (Committee's Resolution, 6th January 1870), to prepare a detailed scheme for imparting a more practical character to the education given at the College. This was submitted to Mr. Handford, a late master of the Martiniére, and at the time Director of Public Instruction in Oudh; Mr. Stobart, the Principal, then animadverted on both schemes, and finally Mr. Browning, the present Director of Public Instruction, minuted on the whole question. Mr. Davies sent the papers to Mr. Browning with the following memorandum:—

I have read the Principal's memorandum in reply to Mr. Robinson. What I would now recommend is, that Mr. Browning be invited to become a member of the Sub-Committee, and to state his views after perusing the papers and making such enquiries as he may think necessary. The Principal states that a definite scheme of studies is prescribed at the "beginning of each year." From this I understand that there is no permanent scheme but one changeable according to the views of the authorities of the institution. Mr. Browning's opinion will be valuable on the soundness of this arrangement. I shall also be willing to abide by his views as to the extent to which it is desirable that Latin should be taught. The greater prominence to be given to writing, drawing, surveying, mechanics and Urdu, will depend on the general scheme of studies to be adopted. The question of attendance of the masters at chapel, the amusements of the boys, books, museum, &c., are secondary. Personally, I shall be willing to leave them to the discretion of the Principal. The question of the teaching staff is a very difficult one—of course, there is no intention of injuring present incumbents. But I gather that both the late Mr. Handford and the Principal concur in thinking some alteration desirable if we had to begin now. This question is intimately connected with the question of bringing the expenses of the schools within the means of the majority of English and Eurasian clerks, who are in a position to derive the greatest benefits from the institution if it can be made accessible to them. This is a very important matter, and I think that Mr. Browning will probably be able to aid in its settlement.

Educational officers' views on the defects of the Martiniére.

78. The views of these different officers will be found analysed in the following table:—

Mr. Robinson.	Mr. Handford.	Mr. Stobart.	Mr. Browning.
I. Undue prominence given to the study of Latin.			
I am unable to see what is gained by teaching Latin to the class of boys that attend this College that could not be attained by instructions in various other subjects at present omitted. Further the junior Masters are not men who have received a classical education. Latin might, if required, be taught as an extra: 6 hours a week have been given to Latin, and 2 to Urdu. Latter should be taught by an English Master. These should be induced to qualify by bonuses.	The University accepts Latin or Urdu in the Entrance Examination, so it is not absolutely necessary to teach Latin, but would recommend 3 hours a week in the two higher classes being given to it. None of the Assistant Masters need be required to teach Latin at all. Urdu should be taught from the lower classes upwards, and the boys well drilled in reading and translation. This was done formerly, and there is no difficulty in the matter. Masters should be encouraged to pass in the Vernacular. But a good Native Moonshee should be entertained for the English School only. Grammatical and idiomatic accuracy are best learnt from a Native.	The usual orders for Latin were that 5th class should learn the Declensions: 4th, to the end of the verb *esse* with a few pages of Latin reading for quantity: 3rd, the Active and Passive verb and 20 pages of Delectus: 2nd, Cæsar, Virgil, and Parsing, and Henry's 1st Book. 1st, the author prescribed for the Entrance course, Arnold's 1st Book, parsing. The Officiating Principal discontinued the teaching of Latin: Mr. Stobart "most highly disapproves," considers its absence a fatal degradation to the College; would not confine its study to two senior classes; would not make it optional; considers that plenty of time is allowed for Urdu; allows that the standard is not as high as it should be, but puts the blame on the Masters as they know next to nothing of the subject.	States that while Latin or a Vernacular can be taken up for the Entrance, Latin is essential for the First Arts Examination. Though perhaps a less perfect instrument of mental cultivation than Sanskrit, yet for the European lads it must hold the prior, if not the first place; should say that Latin should be taught for three years. Would give no bonuses to Masters, but would insist on their passing an examination in the Vernacular within a certain time; would prefer to employ Native teachers who knew both English and Urdu, but would insist on presence of Master of the class to guide the Moonshee, and to keep the attention of the class. Each would supplement the deficiencies of the other. While an Englishman could not profitably teach the idioms, a Moonshee alone would often be as little attended to as a French Master in an English school.
II. The omission of any instruction whatever in such subject, as Persian, Arabic, Natural Philosophy Natural History, Free-hand Drawing and Prospective Practical Geometry, Surveying, Construction of Maps and Plans, Astronomy, Chemistry, &c.			
States that none of the above subjects have been taught in the school since his connection with it. With the exception of Persian, every one should be taught in a school professing to give a good general education.	If these subjects are not taught, they once were, and should be re-introduced. Probably the present deficiencies are due not to a wrong system, but to laxity in carrying out any system at all. Would suggest the preparation of a scheme, leading up to the Entrance Examination, but giving due prominence to all subjects of a particularly practical character. The course should include Reading, Writing and Arithmetic in the lower school: in the upper classes the Elements of Algebra, Geometry, Geography, Grammar, and the outlines of Indian and English History. Mensuration, with practical application to surveying, was taught as a branch of Arithmetic some years since. A good series of English school readers will supply useful information on the mechanical powers and their adaptation to Physical Science, Natural History and Popular Astronomy.	Mensuration and Practical Surveying were taught, and their omission is the fault of the 1st Master. The same remark applies to Practical Geometry; it is useless carrying boys into Mensuration, when they are ignorant of Arithmetic. The first elements of Astronomy can be taught from any good work on Geography, and should be by any intelligent teacher. To carry on lectures on Natural Philosophy, Chemistry, Astronomy, &c., requires special qualifications, which no Master at the Martiniére possessed.	Chemistry and Natural Science should be left to the natural aptitude of any of the Masters who are interested in such pursuits; they should not be part of the regular curriculum. The success that attended Mr. Woodrow, now Inspector of Schools, Central Circle, in Bengal, should encourage efforts in this direction.

Mr. Robinson.	Mr. Handford.	Mr. Stobart.	Mr. Browning.
III. The absence of adequate provision for promoting health and useful recreation among the pupils out of class hours.			
Nothing done, and at present no opportunity of doing anything. The large covered play-ground has been converted into a bath: the poles, swings, and parallel bars have been allowed to fall into disrepair, and were eventually removed. There is a double racket-court, cricket, and foot-ball club, but no means of wiling away the long hot-weather hours. There is no library, no day-room, where the boys can resort; there is no chess, no draughts, no backgammon: the boys have to sit in the class rooms, where, by idleness, they commit wanton mischief. Would suggest workshops, a museum, library, day-rooms, lithographic press. Trades should be taught; lectures on various subjects of natural history should be given.	Hardly fair to state there is no provision for amusements. Day-room certainly wanting. Does not recommend workshops or museum; they involve expense, and would be practically useless: the nucleus of a good library existed eight years ago. What has become of it?	Asserts that there is a double racketcourt and a noble bath: cricket and football flourish in the cold weather. Rs. 300 is yearly allowed to be spent on games. Some gymnastic apparatus existed, but as it was in the open air, and only exposed the boys in the hot weather, while for the cold weather it was a trumpery girlish game, it was removed: indoor games are impossible without a day-room, and there were more pressing wants than a day-room. A number of games were brought out in 1859 and gradually disappeared; there was no separate room that could be utilised. Amusements for the hot weather a great difficulty anywhere in India. Workshops, museum long ago discussed. There is a lending library, but not library for reference for want of "proper separate reading-room and responsible paid officer:" recommends a museum as an engaging study, but a room and grounds required.	A day room should be given and perhaps games: a library is essential; a Master and two senior students should be in charge. The gymnasium should be re-opened. If a covered ground can be obtained, let the boys be exercised in the mornings. Gymnastics and drilling should be required from all.
IV. Defective Organization.			
Complains that the Head-master does not take his share of teaching, and is not a Persian and Urdu scholar as required by the rules; recommends a division of work, which practically makes two supervisors instead of one; mentions that the Assistant Masters take up much accommodation, which should be available for the boys; thinks the junior Masters should board out, attend only at school-hours, as their example and influence is not always good for the boys, and the presence of a number of native servants is bad on sanitary grounds; objects to the time given to chapel and the attendance of Masters being compulsory. The want of text books is said to be lamentable, and the constant change much to be depreciated; no imaginary evil. Desks, diagrams, and above all a gallery essential to every class-room: educational staff too strong, owing to bad arrangement; suggests an upper and lower school; thinks three of the Masters might be dispensed with; points out that each lad's education, exclusive of books, &c., cost Rs. 15-8-0 per month, while diet and attendance brings it up to Rs. 31-8.	Attendance at chapel should not be compulsory for Masters. There used to be no difficulty in procuring all necessary books. The staff is unnecessarily expensive. Mr. Robinson's scheme for teaching the lowest classes by one Master and three pupil teachers is feasible and economical; objects altogether to the duties proposed to be assigned to senior Masters; the Principal alone should supervise; would recommend the following establishment—a Principal, Head-master, three Assistant Masters, each qualified for promotion to Head-mastership; three or four pupil teachers.	Considers the present system just as perfect as it can be. Three Assistant Masters are on duty one week out of four. If Masters lived out, one man would have to be always on duty: could not do it. Boys should be left to themselves: thinks attendance at chapel absolutely necessary; no want of school books: sometimes books are purposely kept from a lazy *Master*; not every Master can be trusted with all the books he wants; sees no object in having an upper and lower school; altogether objects to the division of work proposed for the upper Masters; always has, and when relieved of office work will take a larger share in school duties. Objects to pupil teachers, a change without advantage. Where are they to be procured?	Attendance of Masters at chapel should be a privilege. No alterations in school hours, &c., should be allowed without sanction: rules should be published, a scheme drawn up, studies fixed for each class. The time each Master should spend in instruction allotted and text books prescribed; believes such a scheme existed, but it has not been published, and hence there have been some minor departures from it, and eventually its very existence has been denied, or at all events its nature has been misunderstood. A Vice-Principal unnecessary; arrangements of the staff very important. Without reduction of numbers, recommends salaries aggregating Rs. 1,840 with a maximum amounting to Rs. 2,260: saving of Rs. 890.

V. The retention of inferior, undesirable or incapable men as teachers.

Recommends dismissal of a certain Master as not respectable, and the retention of another only on probation.	Does not think it advisable to keep the Masters many years in the institution. The Committee should encourage and help deserving Masters to get higher employment elsewhere, so that there may be regular promotion at intervals; thinks the Martiniére has suffered from stagnation, and its necessary results dissatisfaction and want of spirit. The Masters in scale recommended should understand that three years' satisfactory service would lead to promotion if the Governors or Principal could possibly obtain it. Pupil teachers should be selected from the best boys, and after one or two years' good service should be sent to Roorkee or elsewhere, the object being to secure cheerful diligent work, and by a continual flow to prevent stagnation.	Points out that the Committee in the face of strongest representations thought fit to retain the services of an officer whose influence had for three years been of a baneful character. The character of the men employed is of the utmost importance.	**The Principal, Head-master and 1st Master should all be graduates of some recognised University; 2nd and 3rd Assistant Masters should be trained School Masters, and have passed First Arts at some Indian University; the remaining Assistants should pass the Entrance Examination, hold their appointments on probation. Yearly examiners should be appointed by the Committee.**

79. When Mr. Robinson's proposals first reached Mr. Currie, Commissioner of the Division, he had recommended that a Sub-Committee should consider and report on the subject. This Sub-Committee was sitting when the Trustee's suggestions for a thorough investigation (paragraph 29) were received. As the Director of Public Instruction reported (No. 1503 of 10th November 1871), that "the Sub-Committee have just finished their work, and the Principal now merely has to copy out the documents, which have been approved of by the Sub-Committee," the Chief Commissioner requested the Trustee to wait for this report. As we have seen, it was submitted to Mr. Davies and the Committee, but does not appear to have found its way to the Trustee till July 1872. In the interval I had been deputed to visit and report on the Martiniére. Subsequently, a fresh financial scheme was drawn up. The proceedings of the Committee of 1870 were submitted to the Trustee with Junior Secretary's No. 3254, of 18th July 1872, and the amended scheme with the Secretary to Local Committee's letter of 19th June, and 13th August 1872:—

The appointment of a sub-committee.

LA MARTINIÉRE COLLEGE, LUCKNOW.

Proceedings of Sub-Committee appointed by Resolution II, 8th April 1870, consisting of the following gentlemen:—

Col. MacAndrew.
C. Browning, Esq.
H. Stobart, Esq.

The Committee appointed by Resolution II, 8th April 1870, to suggest a financial scheme for the Martiniére College, beg to submit the one accompanying this report for the consideration and approval of the Visitor and Governors, in view, if approved, to its being sent to the Trustee for sanction. The Committee also submit a copy of their resolutions upon which the scheme was drawn up.

2. The Committee, in the preparation of the scheme, have been guided by the following principles:—

First.—To show clearly, both in abstract and detail, the income and proposed expenditure to the Visitor and Governors, of all the funds under their charge.

Secondly.—To eliminate from the salaries of the masters all emoluments which do not appear in the accounts and have not the sanction of the Trustee, giving them, in lieu, graded salaries according to service.

Thirdly.—To provide for a class who cannot pay the full College charge and yet are able to pay something towards the education of their children.

Fourthly—To abolish the first class scholarships to Roorkee, and to make the scholarships general and more appropriate to what the boys might expect from a charitable institution, leaving their friends to make up the sum necessary to place them in a higher position if they exhibit the necessary talent.

Fifthly.—To scrutinize all the charges with regard to both economy and efficiency.

3. There has been an increase made to the teaching staff, but it is not more than the Director of Public Instruction considers absolutely necessary to teach properly the numbers whom it is proposed to admit into the school. One of the college teachers is the Head-master of the Native School. The increased number of boys is the cause of this as well as of the increase in the number of servants.

4. The Committee observes that this scheme, while it admits more boys to the benefit of the institution, only entails an extra cost of Rs. 237-8-0 monthly, or Rs. 2,850-0-0 per annum, which they trust the Trustee will supply. If, however, he cannot do so, the Committee recommends either that the number of boys be not now increased or that the pay of *succeeding* masters be reduced. Probably, if more Martiniére boys were prepared to pass the First Examination in Arts, the monitorial system might be introduced and savings effected. It considers the establishment for the number of boys to be arranged on as economical a scale as is consistent with efficiency, and with what is desirable for the health and development of the boys, both mentally and physically. It is right to mention that the expenditure for beer is strongly urged by the Medical Officer, and that very good effects on the boys' health have attended its sanction.

5. Should this scheme meet with the approval of the Visitor and Governors, and be sanctioned by the Trustee, the Committee recommends that the masters be offered the option of the new scale of salaries or their present ones, the new scale always coming into operation on promotion; and, if any of them prefer the old scale, the Principal can submit an annual budget supplement showing what these temporary deviations will be.

6. In the last report, great arrears of fees and other dues were said to exist. The Principal will submit a report on these arrears, and in future every three months a statement should be prepared showing the arrears of fees, &c. At the end of the year, these arrears should be finally expunged, recovered if possible, and defaulters removed.

7. Finally, the Committee is of opinion that an annual abstract budget should be submitted by the Principal, with details only of any items deviating from the now sanctioned scheme, and that at the end of the year he should submit an account showing the actual income and expenditure under the same headings, with an explanation of any considerable deviations in such items as food and clothing, which cannot always be regulated to a farthing before-hand.

8. The Committee have also prepared general rules and two schemes of study. The one scheme to commence at once, and the second so soon as the increased numbers are admitted to attend. These schemes will follow.

THE PRESIDENT AND VISITOR OF THE LA MARTINIÉRE COMMITTEE OF MANAGEMENT.

I. The Sub-Committee now have the honor to forward the following documents regulating the studies and conduct of the masters and scholars of the La Martiniére :—

(1.) An amended copy of the original prospectus.

(2.) Rules for the guidance of the masters.

(3.) Scheme of studies for the English department, supposing the number of boys so to increase as to require eight classes.

(4.) Scheme of studies of the English department, supposing the pupils do not increase, and six classes are found, as at present, to be sufficient.

(5.) Curriculum and arrangement of the studies for the Native department.

II. The Sub-Committee suggest that all these documents, together with the financial scheme already submitted, be massed, printed and forwarded to the Trustee for general approval and sanction.

III. Perhaps the Chief Commissioner would allow the papers to be printed at the Government Press.

COLIN BROWNING, *Director of Public Instruction.* — I. F. MACANDREW.

I agree to the proposals of the Sub-Committee, to the papers being printed at the Government Press, and to their being sent on to the Trustee.

Also to the new curriculum and rules coming into force from 1st January 1871.

I propose that the Director of Public Instruction be, *ex-officio*, a Governor. I think it would then be unnecessary for the Chief Commissioner to occupy his time with the details of this institution.

I understand that the rules proposed by Mr. Browning for half-yearly and annual examinations are to form part of those appended to the scheme of studies, as I attach much importance to them.

Personally, I am of opinion that the scheme of studies has been framed too exclusively with reference to the requirements of the Calcutta University and Roorkee College. I am under the impression that comparatively few of the Martiniére boys go to either, and that it would have been preferable had the scheme admitted of those who do not, giving a more special turn to their studies. I do not, however, wish to press this opinion against that of the Sub-Committee.

23*rd December* 1870. — R. H. DAVIES.

I concur with Mr. Davies.

7*th January* 1871. — WILLIAM MAXWELL.

REMARKS BY GOVERNOR.—The scheme appears to me very complete, but I think the General Committee should meet, as there are some points to discuss, especially about the scheme of studies, for I thought we had quite determined on making a considerable change, as noted by the visitor.

I observe that we reduce the number of free foundationers. Can we do this to the number proposed (50) ? If I recollect rightly, there is something about this in the deed.

CAMP, 29*th December* 1870. — L. BARROW, *Governor.*

80. The Principal was directed to adopt a permanent scheme of study, and some improvements in the re-organization were effected, but this is practically all which has been attained. The course which the Resident in 1854 and the Chief Commissioner in 1869 recommended, namely, the introduction of a practical education which would fit boys to earn their own livelihood is as far off as ever. Indeed, the lessening the number of free foundationers referred to by General Barrow (see also paragraph 58), and the increase of boarders recommended by the

But little practical result.

schemes of 1870 and 1872, are steps in the other direction. As I have said the College is probably now, owing to the discussions that have taken place in a higher state of efficiency than at any other time.

No curriculum drawn out.

81. So much discussion has taken place as to the College pursuing year by year a fixed course of studies, that I applied to the Principal for a copy of a syllabus. The return was filled up in the following words :—

"The curriculum of 1872 was fixed to work the senior class up to the standard of the First Department of the Thomason College. In the lower classes it has been substantially the same as at present. Boys in the first class had extra private work. I fear no copy of the curricula has been kept."

This seems to put the matter on a plain footing. If any syllabus was, in previous years, recorded in writing, no copies were made, and no one but the Principal was able to refer to them. In the Burgh Schools of Scotland there is generally a fixed curriculum laid down by authority. The circumstances of this country differ so much, in there being no facilities for procuring books except with long notice, that if a settled course should be followed anywhere it certainly should be in India.

Text books.

82. Among other things on which it was as well a correct judgment should be formed was the existence or non-existence of sufficient text books. A list of books (1) in use, (2) in store, has reached me four months after my visit to Lucknow, a length of time sufficient to make sure that all lost books have been hunted up. With one or two exceptions, in the 5th class I think, no class had a full complement of books. In the 1st class among 22 boys there were but two copies of Barnard Smith's Arithmetic, seven of Colenso's Algebra, six of Todhunter's Algebra, twelve of Pott's Euclid, and so on. There were fourteen copies of Cornwall's Geography, and three of Elements of Geography, both books being in use. The 3rd class are supposed to read Clift's 1st Book Geography, but their list does not show that they possess any kind of geography book. The 2nd class are shown to read Clift's Geography, but in another of the curricula, circulated with Sub-Committee's scheme of 1870, Clyde's Geography is the book named. In the same way one curriculum prepared for 8th class shows 1st class using Hiley's English Grammar; the curriculum extracted from the report of 1870-71 shows that Morell's is in use; of neither books is there a sufficient number.

If this deficiency were in any way systematic I could understand it; as it is, the only solution seems to be that the Principal, in his desire to enforce economy, and in his determination not to encumber the store room with books which an examiner or successor might supersede, has overlooked the necessity of giving the boys tools, if work was to be expected from them.

It is true Mr. Stobart has recorded that sometimes books are purposely kept from a lazy master, but I can hardly believe that a gentleman of his experience knew no other way of making a master do his duty. Boarders pay Rs. 10 a year for books, which is quite insufficient.

Promotions.

83. It would seem that the promotions of a boy from one class to another was as much a matter of expediency as of right, and that boys, who should from their standing in the class have remained where they were, have been put up in place of boys who expressed a wish to be left alone. It seems unnecessary to remark that no boy should be promoted unless he has earned the step by mastering the subjects in the class below.

The education afforded; its results.

84. I have given such return as I have been able to obtain of the positions held (paragraph 62) by the boys who have been most successful after leaving the Martiniére. Up to the year 1867 the avowed object of the school was to prepare a few boys for the Entrance Examination to the 1st Department, Roorkee. Between 1863 and 1867, "of the 23 students, who passed out of the 1st Department, 8 were educated at La Martiniére, Lucknow."

In 1867 the college was affiliated to the Calcutta University; the course of education was to a certain extent diverted; but at Christmas, 1868, out of

7 boys sent up, 4 passed in the 1st class, 2 in the 2nd, and 1 failed in Latin. In 1869 no boys went up. In 1870 of 6 candidates 4 were successful in gaining each a 1st class. Five candidates were sent up for the Entrance Examination of the Calcutta University, 1871, and all of them were successful, 2 boys being placed in the 1st class, and 3 in the 2nd.

This is the fruit of eight years' work. While some, as we have seen, are holding good positions, many more have the greatest difficulty in procuring situations. The testimony of one of the present masters is valuable on this point.

"We have been working all along, without calculating results, to pass two boys yearly for Roorkee, and thus give the school a name; while the remainder of the lads have scarcely been thought of, except as to whether they could, at some future time, turn out fit for Roorkee. The education has been made for this purpose as theoretical and mechanical as possible; and anything like dealing with practical and concrete problems carefully avoided. And with what result? Many boys have been sent out of the institution almost to starve. I have seen boys working in the Railway workshops who, after being eight or ten years at this school, have been glad to take Rs. 15 per mensem and even that they were incapable of earning honestly inasmuch as they had never had anything like work to do before. English boys, who had never been to school at all, would be infinitely superior."

The Chief Commissioner remarked, on the College report of 1870, that Rs. 41,379, out of a total expenditure of Rs. 1,11,000, "was appropriated to tuition. The proportion is a full one, and I think the Committee is under an obligation to see that the money is employed to the best advantage in securing suitable education for the class of boys."

Remarks on the examination of 1871.

85. On the reports of the examination of 1871, the Chief Commissioner remarks that the masters have taken a decided interest in their work, and that consequently it has been efficient:—

"The annual examinations, however, should not be carried on by officers connected with the college; as, however anxious they may be to report faithfully, it is almost impossible for them not to be biased in favor of their own institution. The examiners ought to be paid for their work out of the Martin funds." At one time it was customary to invite officers of the Commission to examine, but the custom seems to have been discontinued. In other years it was a frequent remark how little the boys seem to have read. 'Too much had not been attempted in mathematics.' The first five chapters of Ivanhoe seem to me a very limited amount of English literature for one year's study."

But this year (1871) reports are uniformly favorable. The following extracts may be given from the remarks of the examiners unconnected with the college. Mr. Browning, Director of Public Instruction, says—

"Four of the five 1st class students of the La Martiniére passed an excellent examination. These four pupils are all undergraduates of the Calcutta University. The pupils have not mastered the proofs of the algebraical rules, and only G. Humfress attempted the most easy of all the proofs. In Algebra there was partial failure. In all the other papers the answers were generally much above mediocrity. The English Course, more especially Paley's Natural Theology, may be carefully re-read. Pupils should also be warned not to make guesses, and to write nothing of which they are not perfectly sure. I think the class does great credit to its instructor. I observe that the languages of India formed no part of the examination. In future years considerable attainment in Urdu might be expected from such advanced scholars."

Mr. White, the Officiating Principal of the Canning College, remarks—

"That the result of his examination of the 1st class, under Mr. Sykes, is highly satisfactory; that its state contrasts favorably with what it was in 1869; and that the fact of the work of the senior and junior boys in the class being uniformly good, and that they are all well together, proves that they are in an excellent state of efficiency."

Mr. Gall reports—

"That the proportion of marks obtained in nearly all subjects shows that the standard reached is a high one, and that the class has shown that intelligent acquaintance with the subjects taught which marks real progress in their work."

The result of the examination of 1871.

86. The average marks obtained at the examination, 1871, in each class will be seen from the following table It is decidedly satisfactory. A doubt certainly arises whether the boys were examined in all their subjects. The curriculum shows that all learn Urdu, but the 4th class is the only one that appears to have been examined in it. The table has been prepared from

Examination of 1871.

CLASS.	Number of boys.	Euclid.	Arithmetic and Algebra.	Trigonometry.	Composition.	Physical Science.	History and Geography.	English.	Divinity.	Writing, Reading and Dictation.	Latin.	Average Total.	Maximum marks obtainable.	Percentage.	Urdu.	
Senior Class ...	5	42	67	31	44	41	34	35	...	...	70	366	610	60		
I Class ..	15	49	37	...	...	...	107	57	...	...	97	316	700	45	...	*a.* Six boys obtained above 50 per cent. of marks while 9 were below; the greater part of the class seems to have been promoted this year; certainly the boys 9th and 11th at the Examination have gone up with Nos. 1 & 2, &c.
I Class ...	23	57	52	...	...	...	45	37	...	...	37	225	500	45	...	*b.* A larger class than II with an equally low general average.
III Class ...	26	35	108	...	...	..	55	53	62	...	67	380	700	54	...	*c.* This average may with so large a number of boys be considered good. These boys only obtained 36, 32, and 28 per cent., respectively, but they have been promoted with the rest of the class.
IV Class ...	34	...	17	...	...	...	56	15	43	76	14	245	390	62	24	*d.* Almost 20 have been sent up out of this class, not entirely by examination seniority.
V Class ...	38	...	16	...	...	...	23	30	22	...	...	93	135	68	...	*e.* This is decidedly good; 6 boys obtained over 30 per cent. of marks, 7 over 80, 10 over 90, 6 over 60, 3 over 50, 3 over 40, and 1 but 27. That last boy has been promoted.
VI Class ...	24	...	15	...	...	...	...	...	16	69	...	100	250	40		

the returns published with the yearly report. They do not quite agree one with another, one giving boys' ages, another totalling averages, while most classes show boys in the order of merit and appear to place them on no principle.

The formation of the classes, the curriculum, &c., 1872.

87. The time allowed for each subject and the curriculum now adopted may be seen from the following tables. The scheme of 1870 laid down a syllabus for 8 classes or for 6 classes; but neither seems to have been adopted till 1872.

I have shown the average marks obtained by each class at the examination of 1871. The Martiniére, I think wisely, makes all class-marks count for the yearly prize and not examination-marks only. It is important that boys should know that steady plodding diligence may do as much for them as genius.

Scheme of Studies, La Martiniére College, Lucknow. Distribution of Time, six Classes.

Subjects.	Class I.	Class II.	Class III.	Class IV.	Class V.	Class VI.	Total work for the week.
Divinity ...	2 Hours ...	2 Hours ...	2 Hours ...	2 Hours...	2 Hours...	2 Hours...	Hours In Class ... 26
Geography ...	2 „ ...	2 „ ...	2 „ ...	2 „ ...	2 „ ...	.....	Preparation... 6
English.							Hours ... 32
Reading ..	4 „ ...	4 „ ...	3 „ ...	3 „ ...	4 „ ...	5 Hours.	
Writing ...	In Examination	In Examination	In Dictation...	3 „ ...	4 „	5 „ ...	
Urdu ...	2 Hours ...	2 Hours ...	4 Hours ...	4 „ ...	4	„ ...	
Latin ...	4 „ ...	4 „ ...	3 „ ...	2 „ ...	2 „		
Arithmetic and Tables	2 „ ...	2 „ ...	2 „ ...	3 „ ...	3 „ ...	5 Hours.	
Euclid ...	2 „ ...	2 „ ...	2 „ ...	1 „ ...	*Nil.*	*Nil.*	
Algebra ...	2 „ ...	2 „ ...	2 „ ...	1 „ ...	*Nil.*	*Nil.*	
Grammar.							
English and Latin and Urdu ...	2 „ ...	2 „ ...	2 „ ...	1 „ ...	*Nil.*	*Nil.*	
History ...	2 „ ...	2 „ ...	2 „ ...	2 „ ...	2 Hours...	*Nil.*	
Dictation and Spelling	In Examination	In Examination	2 „ in books	2 „ ...	3 „ ...	5 Hours.	
Examination on Paper	2 Hours ...	2 Hours ...	.....	.....	.....	.....	
Transcription ...	.....	.....	.....	.....	.....	2 Hours.	
	26 Hours ...	26 Hours ...	26 Hours ..	26 Hours	26 Hours	26 Hours.	

Class.	Number of boys.	Foundationers.	Boarders.	Day scholars.	Average age.	Time in school.	Curriculum.	Text Books.	Marks obtained in July.	Average.	Maximum marks obtainable.
Senior class ...	9	2	6	1	...	...	8 boys studying for the First Department, Thomason College, Roorkee, and 1 for the Second Department of the same College.				
							General view of the Epistles, Church Catechism and general knowledge to II Kings.	*I. Divinity.* (Books, Bible and Church Catechism.)			
							The Calcutta University Entrance Course for the year.	*II. English, &c.* (Book, the prescribed Course.)			
							(*a*) *English*—Parsing and derivation; analysis of sentences. (*b*) *Latin*—The whole, with Scanning Verse Composition.	*III. Grammar.* (Books, Morell's Grammar and Analysis; Jacob's Latin Grammar.)			
							The Course for the year (Calcutta University).	*IV. Latin.* (Books as prescribed.)			
							The whole generally—America, Africa, Australasia, and revision; the Elements of Astronomy and Physical Geography.	*V. Geography.* (Books, Dr. Cornwell's School Geography, and Sinclair's Elements.)			
Ist Class ...	17	9	8	...	...	...	The prescribed Course (Calcutta University).	*VI. History.* (Books, Marshman's India; Dr. Collier's British Empire.)	All studying for the Entrance Course. 594 609 586 523 598 484 577 521 497 538 428 493 558 352 425	518	669
							Euclid—I—IV Books, with deductions. *Algebra*—To Simple Equations of two (2) unknowns.				
							Arithmetic—The whole, with Logarithms. Tables.	*VII. Mathematics.* (Books, Pott's Euclid, B. Smith, and Colenso.)			
							The Calcutta University Course, with Grammar, Letter-writing, and Composition.	*VIII. Urdu.* (Book, Selections by Major Fuller.)			
							Mapping, Examination, &c.	*IX. Mapping.*	One studying for Opium Department. One studying for Survey Department.		
							The whole if the time can be spared.	*X. Natural Science.* (Books, Chambers' Introduction to the Sciences; Lardener's Philosophy for Schools.)			
							Old Testament—II. Samuel, I Kings. New Testament—The Acts of the Apostles, the Church Catechism.	*I. Divinity.* (Books, Bible and Church Catechism.)	757 288 688 276 633 266 622 250 592 216 589 196		
							Selection of the Calcutta University Entrance Course for the succeeding year.	*II. English.* (Books, the prescribed Course.)			

IInd Class ...	31	17	10	4	...	...	*English*—Selected portions, Parsing. *Latin*—Selected portions including Prosody. Selected portions for the Calcutta University Course for the succeeding year. Europe, Asia; attention to Physical Geography. The whole of Dr. Collier's British Empire. *Euclid*—I—III Books, Deductions. *Algebra*—Simple Equations one unknown, including Fractions. *Arithmetic*—The whole. Tables. Half Entrance Course, Grammar, and Letter-writing. Examination, attention to good writing in common-place books and Dictation.	*III. Grammar.* (Books, Hiley's Grammar; Public School Latin Primer.) *IV. Latin.* (Books, prescribed Course, Henry's 1st Latin Book.) *V. Geography.* (Books, Clyde's Elementary Geography.) *VI. History.* *VII. Mathematics.* (Books, Euclid, Colenso, and B. Smith.) *VIII. Urdu.* (Books, Major Fuller's Selections, and some small Grammar.) *IX. Mapping.*	570 552 519 510 499 484 463 448 445 425 417 380 379 359 348 329 334 324 313	434	935
IIIrd Class ...	27	6	12	9	...	...	Old Testament—Judges and I. Samuel. New Testament—St. Luke. The whole of the Catechism. McCulloch's Series of Lessons *English*—Parsing. The whole, except Prosody. *Latin*—To page 116. Delectus. The whole and Parsing. The whole. India, Marshman. *Euclid*—Book I. *Algebra*—The four rules with literal and fractional Indices. *Arithmetic*—The four Simple and Compound Rules; G. C. M., L. C. M.; Fractions and Decimals; Interest Discount. Waquiat-i Hind (selections from); Grammar, Dictation, Writing, and Transcription. Common-place books, Writing in common-place books, &c., and Dictation.	*I. Divinity.* (Books, Bible and Catechism.) *II. English.* Reading and Dictation (McCulloch's Series) *III. Grammar.* (Books, Manual of English Grammar by Hunter—National Society's Public School Latin Primer.) *IV. Latin.* (Book, Adam's Delectus.) *V. Geography.* (Book, Clift's First Geography. *VI. History.* (Book, the Student's Marshman's History of India, by Macdonald.) *VII. Mathematics.* (Books, Gleig's Euclid; Examples from Colenso and B. Smith.) *VIII. Urdu.* (Book, Waquiat-i-Hind, Niwal Kishore Press.) *IX. Mapping.*	732 760 1,143 619 814 286 1,022 622 694 658 851 943 925 1,083 783 466 539 1,208 932 665 693 1,085 1,173 1,261 706 1,010 888	835	1,500

Class.	Number of boys.	Foundationers.	Boarders.	Day-scholars.	Average age.	Time in school.	Curriculum.	Text Books.	Marks obtained in July.	Average.	Maximum marks obtainable.
IVth Class ...	34	20	9	5	...	...	Old Testament—Genesis and Exodus. New Testament—St. Mark. The whole of the Church Catechism, Howard's Book III., Part 2 ... ... Letter-writing out of School for Composition. *English*—The whole Parsing ... ... *Latin*—To the end of the verb "Esse," page 29. Delectus, to page 20 ... ... The whole. ... . India—the whole ... ... The four Simple and Compound Rules; G. C. M.; L. C. M.; Rules of Three Tables. Thirty stories, pages 106-121. ... ... Writing Small and Middle hands, and in Dictation ...	*I. Divinity.* (Books, Bible and Church Catechism,) *II. English.* With Reading and Dictation (Book, Howard's III., Part 2.) *III. Grammar.* (Books, *English*, Abstract of English Grammar [National Society]; *Latin*, Public School Primer.) *IV. Latin* (Book, Adam's Latin Delectus.) *V. Geography.* (Book, Geographical Primer, C. V. E. Society.) *VI. History.* (Books, Mrs. Handyside's History of India.) *VII. Arithmetic.* *VIII. Urdu.* (Book, Mufid-i-Subyan.) *Mapping, &c.*	1,161 772 1,156 725 1,127 696 1,118 468 1,066 409 1,059 644 1,050 320 1,021 219 992 987 977 969 962 960 947 928 922 901 900 884 880 868 865 851 817 792	865	1,315
Vth Class ...	38	16	14	8	...	...	Stories from the Old and New Testaments—the whole. Church Catechism—the whole. Rudiments of Knowledge. The whole Poetical Reader Selections by heart. Asia and Europe (to pages 31); Blank Maps. History of England—the whole. The four Simple and Compound Rules, Notation, Numeration, and the Tables.	*I. Divinity.* (Books, Bible and Stories from the Old and New Testaments, Church Catechism. *II. English.* (Books, Chambers' Rudiments of Knowledge; Howard's Poetical Reader.) *III Geography.* (Book, Geographical Primer, C. V. E. Society. *IV. History.* (Book, Little Arthur's History of England by Lady Calcott.) *V. Arithmetic.*	920 561 991 780 1,015 460 955 71 904 386 979 313 861 422 849 413 689 492 779 552 734 609 830 468 838 314 748 129 747 154	608	1,169

							Transcription and Reading.	*VI. Urdu.* (Book, Mafid-ul-Umtady.)	800	165			
									762	12			
							To be taught in their Dictation and copy-books.	*VII. Writing.*	691	413			
									720	One boy was ill.			
							New Testament Stories The whole of the Church Catechism to the end of the Commandments.	*I. Divinity.* (Books, New Testament Stories; Church Catechism.)	1,099	293	45		
									980	279	38		
							The whole book (with Spelling and Dictation).	*II. English.* (Book, English 3rd Book, C. V. E. Society.)	878	279	One boy		
									848	247	was ab-		
									799	218	sent.		
									736	212			
VIth Class ...	82	13	15	4	...	...	*(a) English*—Large and Middle Hand on slates and copy-books. *(b) Urdu*—Transcription.	*III. Writing.*	680	199		406	1,600
									676	156			
									641	130			
									603	123			
									534	119			
							The Multiplication Tables. Tables of Weights and Measures, The four Simple Rules. Numeration and Notation.	*IV. Arithmetic.*	531	119			
									523	112			
									421	111			
									304	61			

1872.

Class.	Number of boys.	Foundationers.	Boarders.	Day scholars.	Average age.	Average time in school.
Senior Class ...	9	2	6	1	18·1	6·7 years.
I „ ...	16	9	7	...	16·7	5·9 „
II „ ...	30	17	10	3	15·4	5·6 „
III „ ...	27	6	12	9	13·8	3 „
IV „ ...	32	20	9	3	13·9	3 „
V „ ...	38	16	14	8	12·1	2·5 „
VI „ ...	32	13	15	4	9·3	1·5 „

The scholarships.

88. It will be noticed in the proceedings of the Sub-Committee, that it has been determined to lower the cost of the Roorkee scholarships in future, and to place boys in the Second instead of the First Department. The effect of this will be to send boys into the subordinate instead of the officer class of the Engineering Department. As the cost of each scholarship is lessened, more pupils can be benefited, and there is no reason why the friends of a clever boy should not add to the college scholarship a sufficient sum to enable the lad to enter for the First Department. The standard for the two is somewhat different. The First Department, Roorkee, requires a candidate to have passed the Entrance Examination and First Examination in Arts at the University. A lad must be 16 before he goes up for the former, and two more years must elapse before the First Arts Examination can be attempted, so that a boy must be kept at the Martiniére till he is 18 before he can go up for the First Department, Roorkee. The object of the college being to do the greatest good to the greatest number, the Committee probably have acted wisely in lowering the value of the scholarships. The following table shows the Roorkee scholars between 1862 and 1871, and the college expenditure involved; and it shows that though the Committee abolished First Department scholarships some time in 1870, a lad was, nevertheless, sent up by the Principal in the following year:—

LA MARTINIÉRE, LUCKNOW.

Roorkee Scholars.

1862—1871.

			Rs.	A.	P.
First Department.					
A. D.					
1862 ...	R. McDowell ... W. Fernie ...	2 Scholars, 2 years, at Rs. 50 each ...	2,400	0	0
		Entrance fees, 2 at Rs. 100 each...	200	0	0
		Outfit and travelling expenses, 2 at Rs. 100 each	200	0	0
1863 ...	G. Cussons ... W. Johnson, private ...	1 Scholar, 2 years, at Rs. 50 each, entrance and outfit ...	1,400	0	0
1864 ...	J. Smart ... ... R. Barker, Private ... W. Smart ...	2 Scholars, as above ...	2,800	0	0
1865 ...	P. Nelson ...	1 Scholar, 2 years, at Rs. 50 each ...	1,400	0	0
	G. R. Bird ...	1 „ 1 year, at Rs. 50 each ...	600	0	0
1867 ...	R. Nelson ...	1 „ as above	1,400	0	0
1868 ...	A. R. Lilley ... James Rollo ...	2 Scholars	2,800	0	0
1871 ...	G. Humfress ... S. Corrigan, Private ...	1 Scholar is now at Roorkee, Rs. 50 per mensem, entrance examination	1,400	0	0
Second Department.					
A. D.					
1863 ...	G. Wade ... ... J. Phillips	Outfits and travelling expenses, 4 at Rs. 100 each ...	400	0	0
1868 ...	G. Henry ... ... J. Clowsley ...				
		Total ...	15,000	0	0

I.—These lads in the Second Department received scholarships of Rs. 50 each at and from the Thomason College.

II.—I have put down the travelling expenses of each boy at, say, Rs. 40, and his outfit Rs. 60. This is the approximate charge.

The Library.

89. The original scheme of the College found place for a library, and part of the monthly allowance (paragraph 23) was destined to supply it. But it seems doubtful whether much money was spent in this direction. The whole library which the Martiniére possessed at the outbreak of the mutiny had been presented by the King of Oudh on annexation. It perished in 1857, and no steps have been taken to supply its place as a library of reference. There is a small collection of books kept in a sort of office-room, which the boys are allowed to borrow. But there is no large library of reference. The reason for its non-existence was said to be that there was no room available. It will be remembered the same excuse was given for the want of a day-room. The fact is that both were there to hand. It is true, one room had been appropriated by a former Head-master, but this was remediable. Then the large space adjoining the room and the chapel only required a few doors, windows, chairs and tables to make a capital sitting-room. The recovered room might be used as a receptacle for the books; it is dark, and possibly a lamp would be required when the master in charge was there, or the boys were allowed to come for books. I must add that Mr. Stobart at once adopted the idea, and in the plan of the building he has been good enough to have prepared for me, this hitherto vacant space by the chapel is entered as the library of the future. But the other room is still entered as "lent to the Head-master." There is a good deal of waste space about those centre rooms, and they have other drawbacks. But when it is well understood that the whole of the main building is not meant for the use of the Principal and Head-master, the usefulness of those rooms will be readily acknowledged.

Games.

90. As Mr. Stobart says it is a very difficult matter to provide suitable hot-weather games for boys in India; there is naturally a listlessness and apathy about them which it is difficult to overcome, but something might be done by making them play in the early morning before the sun is powerful. If a covered gymnasium cannot be afforded, the morning hours should certainly be given to exercise. Prisoner's Base, Rounders and similar games cost no money. However, the money question did not stand in the way of a Racket Court, and of all expensive and, to boys of the class of the Martiniére student, useless games, Rackets is first. They never enter the court. They cannot afford the expense. So well is this now recognised that the rooms for keeping bats, &c., at the entrance of the court are made over to certain boys as studies or private rooms.

The Volunteer Company.

91. The Martiniére Cadet Company affords the boys the opportunity of healthful exercise. But like the rest of the College institutions there is a laxity in carrying out the regulations, and a dependence on servants to a pitiable extent. The rifles are cleaned by a bearer.

Holidays.

92. The last prospectus shows the following scale of holidays:—From 1st December to 31st January; 10 days at Easter; 13th September (Founder's Day) 3 days in accordance with the Will; 4 feast days besides the last Saturday in every month; Wednesday and Saturday are half holidays, so that out of 313 working days in the year, 124 are holidays.

Saturday holiday.

93. I was struck by one fact in regard to the Saturday half holiday, and that was that boys were allowed to go by train to Cawnpore for the Saturday and Sunday. Boys admitted to a charity school would not ordinarily have the means; but putting that aside, there being only one train a day, the boys do not get back till midday on Monday. Lessons are lost, and school hours broken into.

Laxity about dress.

94. A similar laxity is allowed in the use of plain clothes on Sunday at Church. The boys attend the Civil Church, and while some are in their ordinary uniform (white in summer, blue serge in winter), others are allowed to appear in their holiday clothes. If these boys are proper objects of charity, they would hardly be in possession of plain clothes.

95. The boarders' pocket money seems to be on a somewhat liberal scale for children at a charitable institution. "The minimum received by boarders is Re. 1 and the maximum Rs. 5; the monthly sum distributed to boarders Rs. 90, and to foundationers Rs. 33-2-0. Money is given in advance to boarders if urgently required, but is not deducted from their allowances; it is charged to their account specifying the reason of such advance." This will account for an idea that is prevalent that the boys have too much money.

Pocket-money.

96. When the yearly holiday was changed from September to December, the practice was instituted of sending the boys who remained at the College into camp with one of the Masters who received an honorarium for the duty. Though causing expense, this is an excellent practice; it does the boys good, it vacates the buildings and allows of yearly repairs. I had some difficulty in getting at the accounts of this trip, as Mr. Stobart had not found time (this was in April) to take them from the Master. The yearly report shows Rs. 850 spent on this trip. It will be unnecessary to enter into details. The impression I received was that unnecessary expenses had been incurred. There was of course no check when the Principal was unable to look into the accounts for three months.

The school goes into camp.

FEMALE MARTINIÉRE.

97. The school now known as the Female Martiniére was originally founded by General (and Mrs.) Saunders Abbott, Commissioner, Lucknow Division. For a few years it was carried on a small scale and with difficulty, but the High Court having (1868) allotted a sum of money for diffusion of Native female education in Oudh, the Martiniére Committee suggested that it was more required for the girls (European and Eurasian) of the classes who filled the Boys' Martiniére. This was approved by the High Court on the 1st July 1869, from which date the institution has been managed by the local Committee of the Martiniére and a Sub-committee of ladies. It was proposed that there should be received 15 children on the foundation; 45 boarders paying fees; 40 or more day scholars. And the monthly expenditure, which was calculated at Rs. 1,879, was to be met from—

	Rs.	A.	P.
Endowment Fund	... 400	0	0
Government Grant-in-aid ...	... 422	8	0
Subscriptions and Donations ...	... 130	0	0
Fees for 45 Boarders at Rs. 18½ ...	... 810	0	0
„ 40 day-scholars at Rs. 3½ ..	... 140	0	0
	1,902	8	0

This high standard was never reached. The numbers present in the last years have been—

	Foundationers.	Boarders.	Boarder Foundationers.	Day Scholars.	Total.
1871 (March) ...	11	11	10	39	71
1872 ...	7	7	7	18	39

The receipts and disbursements of the last two years are as follows:—

Receipts, 1871 and 1872.					Disbursements, 1871 and 1872.					
Balance.	Endowment	Fees.	Other sources	Total.	Educational.	Domestic.	Diet.	Clothing.	Miscellaneous.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	7,680	4,224	165	12,069	5,895	1,603	2,309	76	1,123	11,006
...	7,680	4,654	1221	13,555	6,444	1,868	2,727	498	666	12,203

No distribution per head can be made as we only know how the numbers stood on the 1st March of each year, which by no means represents the average number.

Expenses increased very much during 1871. The figures in the abstract are believed fairly to represent the rate of living then prevalent :—

Educational Establishment.	Domestic Establishment.	Diet.	Clothing.	Miscellaneous.	TOTAL.
7	5	10	3	1	26

From their original location in the Moti Munzil the school had moved in 1871 to the Khoorshed Bagh. Apparently no successful efforts had been made to clean up the compound and surrounding out-houses, and when cholera visited Lucknow in November 1871 one of the houses that suffered most was that occupied by the Girls' Martiniere. The school was scattered, and when it re-opened in February 1872, its numbers had greatly diminished. An attempt was now made to introduce economy and a careful supervision. The monthly estimate made was somewhat as below :—

Receipts.

By Endowment.	Grant-in-aid.	Fees.	Miscellaneous.	Miscellaneous.	TOTAL.
400	240	268	80	60	988

Expenditure.

Educational.	Domestic.	Diet.	Clothing.	Miscellaneous.	TOTAL.
447	100	220	100	60	927
15	3	7	3	2	30

And as long as the numbers continue few, the rate must fall heavy, but last year's numbers might be worked without any additional expense for establishments. The children are divided into five classes in school, and their education is described as plain, practical, and religious.

The subjects taught are—

The Bible and Scripture History, Grammar, Reading, Writing, and Arithmetic.
History, especially English and Indian, Geography, and general knowledge.
Map-drawing.
Plain and fancy needle-work, knitting, house-keeping and household accounts.
Music (as an extra), separately charged.

Special classes may from time to time be formed, on the report of the head mistress, at the discretion of the Committee.

BENGAL.

Number.	Name of School.	Where located.	When founded.	Denomination or creed.	Under what management.	Number of Children.					
						Day Scholars.		Boarders.		Total.	
						Male.	Female.	Male.	Female.	Day Scholars.	Boarders.
I.	St. Paul's School	Darjeeling	1830	Church of England ...	Committee in Calcutta ...	6	...	34	...	6	34
II.	LaMartiniére School [Boys] ...	Rawdon Street, Calcutta .	1835	Christian	Ex-officio and Acting Governors	26	...	123	...	26	123
III.	Ditto ditto [Girls] ...	Ditto ditto ...	1835	Ditto	Ditto ditto ...	...	2	...	93	2	93
IV.	Duveton College [Boys]	Park Street, Calcutta .	1821	Ditto	A Committee of Parents ...	235	...	50	...	235	50
V.	Ditto [Girls]	Ditto ditto ...	1855	Ditto	Ditto ditto ...	...	84	...	17	84	17
VI.	St. Xavier's College	Ditto ditto . .	1860	Roman Catholic ...	Archbishop, Calcutta .	305	...	110	...	305	110
VII.	Loretto House Day School I .	Middleton Street, Calcutta ...	...	Ditto	Ditto ditto ..	...	113	...	37	113	37
VIII.	Loretto School II . .	Entally, Calcutta	...	Ditto	Ditto ditto ...	...	10	...	30	10	30
IX.	Calcutta Boys' School .	Lower Circular Road, Calcutta	1864	Christian	A Committee ...	44	...	67	..	44	67
X.	Ditto Girls' ditto ...	Ditto ditto ...	1856	Ditto	Ditto ditto ...	...	.	...	66	...	66
	Lower.										
XI.	European Female Orphan Asylum	Ditto ditto ...	1815	Ditto	Ditto dit'o . .	...		...	62	...	62
XII.	Free School	Free School Street, Calcutta .	1729	Protestant . .	Ex-officio and Local Committee	25	14	200	113	39	313
XIII.	St. Xavier's School	Moorgeehata, Calcutta . .	. .	Roman Catholic ...	Archbishop, Calcutta ..	22	..	151	. .	22	151
XIV.	Loretto Orphanage	Entally, ditto	...	Ditto	Ditto ditto ...	..	...	...	200	...	200
XV.	St. Xavier's Day School III ..	Bow Bazar, ditto ...		Ditto . . .	Ditto ditto ...	...	70	...	...	70	...
XVI.	Ditto School	Ditto ditto		Ditto ...	Ditto ditto ...	202	...	...	...	202	.
XVII.	Ditto Female School ...	Ditto ditto ...	...	Ditto .. .	Ditto ditto ...	...	151	...	.	151	...
XVIII.	Loretto Day School	Baitakhana, ditto ...	...	Ditto	Ditto ditto .	...	48	...	...	48	...
XIX.	Ditto ditto	Moorgeehata, ditto ...	...	Ditto	Ditto ditto ...	...	63	...	.	63	...
XX.	St. Chrysostom's School ...	Baitakhana, ditto ...	...	Ditto ...	Ditto ditto ...	75	...	...	...	75	...
XXI.	Benevolent Institution ...	Bow Bazar, ditto . .	1819	Christian	Trustees and Managers .	285	100	...	...	385	...
XXII.	St. Thomas' School [Boys] ...	Howrah	...	Protestant ...	Chaplain	No return					
XXIII.	Ditto ditto [Girls] ...	Ditto . ..	...	Ditto	Ditto						
XXIV.	St. Stephen's School [Boys] ...	Hastings, Calcutta ...	1860	Protestant	Chaplain	40	...	...	...	75	...
XXV.	Ditto ditto [Girls] ...	Ditto ditto	1860	Ditto	Ditto	...	35	...	...		...

I. [1] Extraordinary receipts. [2] These sums do not represent the whole expenditure of the year Loans repaid, taxes on property, fresh rows of servants' houses, heavy repairs executed, and other unusual expenses are not here shown, though they are included in the total.

II & III. [1] Does not include Accountant General's commission and law expenses. [2] Refers to establishments of all kinds and not to domestic only.

V. [1] The domestic establishment is not shown separate from educational.

VI. [1] Deficit met by Mission Funds.

GAL.

Annual Receipts.						Annual Expenditure.					Monthly maximum payment (exclusive of accomplishments).		Monthly Expenditure on Boarding per head.					Remarks.
Balance.	Interest of endowment.	Government grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head.	On boarding.	On boarding per head.	Total.	Day Scholars.	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.	
Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A.	Rs. A.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,481	6,160	2,618	14,838	[1] 3,395	28,492	[2] 8,640	216	13,472	377	29,957	14 0	36 0	7	18		10	35	I. At page 70 & 214
40,509	[1] 63,911	...	48,617	3,045	1,56,083	74,170	304	40,729	188	1,14,899	10 0	31 0	2 24	10	3	3	16	II & III. „ 29 & 205
150	3,646	...	37,767	467	42,030	26,209	91	15,814	316	42,023	12 0	30 0	6	15	1	4	26	IV. „ 72 & 214
4	...	...	14,620	2,067	16,691	10,964	101	5,704	335	16,668	10 0	30 0	[1] ...	21	...	7	28	V. „ 80 & „
...	...	3,600	20,000	1,200	24,800	31,227	75	...	...	[1] 31,227	5 0	25 0	No information.					VI. „ 86 & „
...	...	..	26,136	..	26,136	12,288	84	9,924	264	22,212	.	..	8	13	...	1	22	VII. „ 82 &
...	...	...	7,740	...	7,740	2,518	50	5,222	174	7,740	...	...	[1] 5	7	...	2	14	VIII. „ 82 &
603	...	2,400	16,518	...	19,586	6,586	59	11,664	153	18,250	6 4	18 8	3		...	3	15	IX. „ 82 & 215
1,707	150	3,600	10,750	818	17,115	9,021	136	7,563	114	16,584	5 0	14 0	2	6	...	2	10	X. „ 84 &
259	790	7,200	...	9,902	17,151	6,036	96	11,160	180	[1] 17,287	Free		...	9	2	4	15	XI. „ 86 & „
5,533	24,994	10,733	8,560	4,043	54,463	23,522	72	24,902	84	48,443	..	...	1	3	1	2	7	XII. „ 87 & 216
...	855	...	4,875	[1] 9,908	15,638	2,600	16	13,038	87	15,638	...	..	1	4	1	1	7	XIII. „ 82 & 214
...	...	3,000	361	22,223	25,584	8,110	40	18,474	92	25,584	...	10 0	1	5	1	1	8	XIV. „ ... „
...	...	...	1,384	350	1,734	1,338	20	...	...	1,338	3 0	...			...	...	...	XV. „ ... „
...	...	...	911	...	911	838	4	..	...	838	1 0	.	...	...	...	..	...	XVI. „ ... „
...	...	1,128	42	[1] 1,128	2,298	2,209	15	...	..	2,208	1 0	.	...	...	.		.	XVII „ ...
...	...	...	147	[1] 609	756	756	16	...	...	756	1 0	...	...	...	...	.	...	XVIII. „ ... „
...	...	...	1,099	...	1,099	930	15	...	...	930	..	...	..	...	..	...	...	XIX. „ ... „
...	100	...	250	[1] 2,150	2,500	2,500	33	..	...	2,500	1 0	.	No Boarders.					XX. „ ...
...	...	2,508	...	4,831	7,339	9,147	32	...	...	9,147	Free		..	...	..	..	...	XXI. „ 96 „
...	...	...	...	...	...	...	...	...	..	...	...	...	...	.	...	.	...	XXII. „ 96
...	...	...	...	...	...	...	...	...	...	..	..	...	...	.	...	...	...	XXIII. „ 95
...	...	...	...	...	...	...	...	...	...	...	5 0		...		..	...	.	XXIV. „ 96 „
...	...	1,040	1,892	1,922	4,854	4,730	63	...	...	4,730								XXV. „ 95 „

VIII. [1] Probably includes expenses of religious ladies as teachers.

XI. [1] These figures are taken from returns now received, but differ from those shown in Lawrence Military Asylum Commission Report.

XIII. [1] Mission Funds in supply of deficiencies appear in this column.

XVI. [1] Three-fourths are free, and one-fourth paying pupils.

XVII. [1] Probably means deficiencies supplied by Mission Funds. All but four pupils on free list.

XVIII. [1] One-sixth apparently received by fees; the rest supplied by Mission Funds.

XX. [1] From Mission Fund this sum is supplied.

ST. PAUL'S SCHOOL, DARJEELING.

I.

98. In 1830 Archdeacon Corrie and other friends of education established a high school in Calcutta.

Early history.

"The boarding establishment was placed oddly enough under a clerk in the treasury and his wife, while the education was entrusted to Mr. James Graves, an excellent man, who was afterwards ordained in his old age. This strange separation of the institution into two parts seems to have been one cause of its want of complete success."

It was broken up in 1846 and replaced by St. Paul's School, Chowringhee, subsequently transferred to Darjeeling.

Bishop Cotton gave the following reasons for the removal:—

"The history of the new school at Darjeeling furnishes a striking illustration of the necessity of an endowment in order to secure the permanence of any such institution in India. St. Paul's School, Calcutta, was established when the old High School came to an end. An excellent house was purchased in the best part of the town, and here for a time the school flourished. But it had two formidable rivals, the Doveton College and the Martiniére, each endowed by private liberality. When a time of depression came, St. Paul's School could not struggle against their superior resources, and was getting fast into debt. It happened that at this time a new provision was made for the education of the sons of parents receiving about Rs. 200 a month by the foundation of the Calcutta Boys' School in connection with St. James' Church. The Managing Committee of St. Paul's thought that this institution would provide for one class whom they desired to benefit, and that others might be left to the excellent education provided by the Doveton and Martiniére Schools.

Colleges and schools in India.—*Calcutta Review.*

"They determined, therefore, to incorporate St. Paul's School into the general chain of hill schools by establishing it at Darjeeling. The sale of their valuable site and buildings in Chowringhee has enabled them to purchase Brianstone, one of the most beautiful estates in Darjeeling, to open their school in the bungalows on their property, and to bring out from England a head master. It has left them also a small but inadequate sum for building. The school now contains as many boys as the bungalows can accommodate, more are applying, and nothing seems wanted but an endowment to secure the permanence of the institution in its new position."

In January 1871 the Committee in Calcutta put forward a paper showing the advantages of the school and describing its present condition, and from this, as I have not had an opportunity of visiting the school or of perusing the Committee's proceedings, I shall largely quote—

"The school owes to Bishop Wilson the means of purchasing its grounds and erecting part of its buildings; it owes to Bishop Cotton its endowment for the salary of the head-master; and the success that attended the efforts of both its founders was due in no slight degree to the efficient aid of Archdeacon Pratt, who should be commemorated as its chief benefactor.

"It is disappointing to find that at Darjeeling all this effort has not yet received the success it merited, and which Bishop Cotton so strongly anticipated when he said 'nothing seems wanted but an endowment.' The endowment has been obtained, but pupils to benefit by it are not forthcoming. It is not necessary to enter into the causes of this decline. Darjeeling is difficult of access, and till a railway removes this defect the school will always suffer. Moreover, the school has experienced the seemingly inevitable difficulty of changes of head-masters, and lately that of a long interregnum. This was formerly found a grievous detriment to the prosperity of the school at Calcutta, just as it has been lately at Darjeeling. Since the foundation of St. Paul's School in 1846, there have been eight Rectors and four Officiating Rectors. Twelve different heads in 24 years involve changes sufficient to enfeeble any institution. Three of the Rectors became H. M.'s Chaplains in India; one is head-master of the Simla School; one joined the Additional Clergy Society, and one the Government Educational Service; one returned home; and one is now labouring devotedly to raise the school from the depth of dejection into which it had fallen. Though there is accommodation for 150 boarders, only 26 were present last year (1870)".

99. The endowment of the Darjeeling School is as follows:—

Finance.

	Rs.	A.	P.
Subscriptions expressly for the Darjeeling School Endowment Fund	21,200	14	1
One-third of subscriptions to the three schools in common	38,758	2	5
	59,959	0	6
Government equivalent	59,959	0	0
TOTAL ...	1,19,918	0	6

This, together with the interest which accrued, less by printing and other expenses, was invested in a Government security for Rs. 1,12,300, in the 5½ per cent. loan, in the names of the Bishop and Archdeacon of Calcutta, and deposited in the Bank of Bengal, which pays the interest (Rs. 6,131½) into an account current called the " St. Paul's School, Darjeeling, Bishop Cotton's Memorial Endowment Fund Account."

Bishop Wilson's scholarships are two, of the value of Rs. 20 each, tenable for two years, conditional on progress and good conduct. For the Arson scholarship Rs. 3,500 is funded, and a scholarship of Rs. 14 is annually awarded " to the student whom the Principal may consider most meritorious."

The hill nomination scheme is also available for this school. And it enjoys a Government grant of Rs. 238 monthly, calculated on fees and subscriptions, provided it does not exceed more than half the educational expenditure. This was at about the rate of Rs. 7 per head, and the amount is changeable on the expiration of five years. The accounts shown—those for 1870-71—are, I am given to understand, somewhat exceptional, and the usual expenses of the school fall with the present strength of boys about as follows:—

Educational.	Domestic.	Diet.	Miscellaneous.	Total.
Rs.	Rs.	Rs.	Rs.	Rs.
20	7	18	10	55

As long as the school is not properly filled, the average rate must fall heavy. The school has this year, I believe, covered its expenses, and the consequence is the head-master is anxious to strengthen the teaching staff.

Government.

100. The government of the schools is in the hands of a Committee located in Calcutta. The Committee of St. Paul's School formed the original body, and fresh members are, when necessary, invited to join. Once a year a report is submitted to them, and they sit in judgment on the year's work and the financial situation. The records show that they have had to enforce economical administration on the head-master, and that they have objected to the raising of loans bearing interest without their sanction having been previously obtained. Nobody at Darjeeling, outside its walls, has any connection with the school.

Administration.

101. The power and the entire administrative detail is vested in the head-master or Principal. Practically cut off from Calcutta for nine months in the year, he is the sole authority.

The staff consists of three masters, the chief of whom is always, and the others generally, University men.

The domestic establishment is expensive.

List of school servants.

No.		Rs.	No.		Rs.
1	Dhoby	33	14	Brought forward ...	165
1	Cook	18			
3	Bearers	30	2	Mussalchies ...	16
3	Kitmagars	30	3	Wood-cutters ...	27
3	Bheesties	27	2	Coolies	18
2	Maters	18	1	Barber	4
1	Chuprassie	9	1	Dhirzie	12
14	... Carried over ...	165	23	.. Total ...	242

If the masters are entitled to attendance, perhaps this list cannot be lessened. But where servants' wages are so high, and boys so few, many servants should not be indulged in. The tendency of the head-master seems to be to make the school pleasant by giving abundance of food and agreeable surroundings.

102. The following short tables give the parentage of the boys now in the school :—

Results.

Table showing social position of pupils of St. Paul's School.

			Rs.			Rs.
7	Government service.	Salaries over	400	per mensem and less than		833
6	Ditto.	ditto	150	„	„	400
3	Holders of land.	Income over	...	...	...	10,000 a year.
		And under	...	...	...	20,000 „
2	Merchants.					
2	Railway officials.					
9	Orphans.					
3	Indigo Planters.					
1	Captain, river steamer.					
1	Civil Engineer.					
2	Retired List, Indian Army.					
2	Tea Planters.					
38						

20 pure English extraction, 2 Italians, 5 Armenians, 11 Eurasians.

And the following memorandum shows whence the boys come :—

Dacca.	Calcutta.	Rangoon.	Monghyr.	Benares.	Shahabad	Agra.	Hazaribag.	Darjeeling.	Chittagong.	Bhagulpore.	Assam.	Total.
3	11	3	4	1	1	1	2	8	1	1	2	38

103. The school occupies three houses in a compact estate covering 60 acres. One of these—the school-house, was built after the purchase of the estate had been completed. It is an upper-storied house, with school-rooms and refectories below, dormitories above. The accommodation is said to be ample for 150 boys. One of the original houses is occupied by the head-master, a second by the second master, while the third lives in the school-house. A fourth building, school property, is leased, not being required, and as being too far away. There is no hospital, but the health of the boys is, as a rule, excellent.

Accommodation.

Mr. Hodson, from whom the estate was purchased, presented a valuable library to the school, but it is one hardly suited for boys.

104. There has been no outside report on the school and on the education obtained there for nearly three years. In 1870 the Inspector of the Division visited and examined the classes. In the following year this duty was, to a certain extent, performed by the Joint Inspector (a Native), and this year (1872) there has been no visitation at all. The school works up to the University standard. The following is the return of the average marks obtained in each class at the examination, 1872 :—

Education.

Darjeeling.

Class.	Number of boys.	Total maximum marks.	Marks. Mathematics. Marks obtainable.	Mathematics. Average obtained.	Classics.		English and Scripture.	Total.	Percentage.
2nd Class, I Division ...	3	2,010	400	206	475	166	422	794	38
2nd „ II „ ...	8	2,040	...	125	...	203	436	764	37
3rd „ ...	6	1,750	...	138	...	124	335	597	34

The College Department is not classed, and the 1st Class is examined by the University.

The returns for the junior classes, consisting of 7 and 6 boys, are not presentable in this form.

DOVETON COLLEGE.

IV.

105. The Doveton College and Parental Academic Institution was opened on the 1st of March 1823. It has been described—

"As the fruit of that great movement which, after years of comparative indifference led the Christian population of India to determine on a scheme by means of which a good education might be secured for their children. A society was formed, subscriptions were raised, and under the name of 'the Parental Academy' a school was established. For more than thirty years it did all the work of a good seminary, fully realising, sometimes amidst many difficulties, the most sanguine anticipations of its founders. The munificent legacy bequeathed to it by Captain Doveton enabled the institution to extend its sphere of usefulness by the addition in 1855 of an Infant School, and the establishment in 1857 of a College Department affiliated to the University of Calcutta."

During 1823, 53 pupils were enrolled. "Its numbers increased slowly but steadily, until they rose to 215 in 1839. Since that year, owing to causes, many of which appear to have repeated themselves in more recent times, there was a rapid and sensible decline, until, in 1846, the majority of the Committee of management resolved, in consequence of its accumulated embarrassments, to close the institution. There was a small majority, however, who resolutely held out against this fatal measure being carried, and with the advice and assistance of the Revd. Dr. Duff, one of the truest and staunchest friends the institution has ever had, determined upon getting out a Rector or head-master from Europe. The result justified the policy of what was at the time considered a rash and hazardous undertaking. The institution was fortunate in obtaining the services of a man who, by his ability, experience, and high Christian character, was eminently qualified for the task of regenerating it. When Mr. Morgan, the new Rector, assumed charge in 1849, there were not more than 80 or 90 in actual attendance, including about 20 boarders. In the course of five years, he not only doubled the numbers and in a great measure freed the institution from debt, but, what was of higher importance, infused into it a vital energy and a healthy moral tone, which continued to animate it for years after his death. Mr. Morgan died in December 1854, when the institution contained about 200 pupils, including 50 boarders."

"About this time (October 1853) John Doveton, a Baptist by religion, late a Captain in the Nizam's service, Hyderabad, Deccan, left by will one-half of his property, 'of funds in public or private securities, or in cash or in any other description of chattels or effects whatsoever,' in trust 'to the managers for the time being of a certain institution or public seminary of learning established at Calcutta in Bengal and known and called the Parental Academic Institution,' &c. The trust deed, which provided for the management of the funds so devised, Rs. 2,32,000, explains the origin of this term. The resolutions of the original meeting state 'that we form ourselves into a society to promote the education of our children by projecting an institution which shall be managed by a committee chosen from among the general body of parents, guardians, and friends.'

"That it be designated 'the Parental Academic Institution,' as indicative of its peculiar origin."

It was subsequently settled that "such principles of religion shall be inculcated in the school as are common to Christianity, without any reference to any minor points which distinguish one denomination of Christians from another." A later meeting adopted the following revised rules:—"That the objects of this society are to establish one or more schools under its own control, in order to procure the means of affording to youths the best education that existing circumstances will admit of; and, as far as the state of funds will allow, to provide education for the orphans of members who may die not possessed of property sufficient to pay for educating their children. That every person contributing Rs. 2 or more monthly, or Rs. 24 or more annually, be a member of the society. That any person contributing Rs. 300 or more in one sum, or during a period of twelve consecutive months, shall be a permanent member of the society; and that no person shall be rendered incapable of being a member of the society by reason of his employment in the institution, but no such employé shall be entitled to vote or speak on any question."

The records of the society are voluminous. A perusal of the reports of the last 20 years brings me to the following conclusions:—That the management of the institution has not been healthy; that the numerous changes which have occurred among the educational staff have involved heavy passage expenses,

which, with its attendant disadvantages, has caused a cost to the institution of more than half its endowment.

Finance.

106. A Commission, which was appointed by the General Committee to enquire into the affairs of the Doveton College, commence their report by stating that "it has been embarrassed since the fourth year of its formation in 1821." Small legacies have at various times fallen to it, and temporarily relieved it, but it is to the Doveton legacy that the institution owes it present existence. Of the Rs. 2,32,000, Rs. 3,000 was received in cash; Rs. 60,000 was sold out to obtain Rs. 50,000 (the amount the legatee permitted to be expended in the purchase of school-houses), and thus Rs. 1,69,000 remained; Rs. 65,556 of this was afterwards sold out to meet the accumulated debts, which, on the 31st December 1867, amounted to Rs. 75,380. The history of these liabilities is clearly shown in the Commission's report. Rupees 20,000 over the Rs. 50,000 left by Captain Doveton for that purpose may be debited to the purchase of house property; Rs. 30,000 to passage expenses of masters; Rs. 15,000 to extraordinary repairs; Rs. 9,000 miscellaneous extraordinary expenditure; and Rs. 30,000 interest on liabilities incurred from time to time. In some years repayments were made which reduced the debt, but it would seem that in the 23 years, between 1845 and 1868, the school was often not able to pay its way. Between 1862 and 1868 the fall in actual receipts was most serious:—

1862.	1863.	1867.	1868.
Rs.	Rs.	Rs.	Rs.
80,000	75,000	47,000	43,000

In 1864 the boarders numbered 89; in 1868 there were but 50.

"There are certain expenses connected with the boarding establishment which require a minimum number of boarders to meet them, such as house-rent, medical attendance, special servants for the boarding establishment, its general superintendence, &c.; but there are others which vary with the number of boarders, such as food, washing, and the like. It has been carefully calculated that these latter items amount to Rs. 18 a head, leaving on an average Rs. 10 towards the expenses, which do not depend on the number of boarders. One boarder more or less makes, therefore, a difference in the net income of the institution upon the boarding charge alone, as distinguished from the school fee of Rs. 10 a month, Rs. 120 a year, or Rs. 480 in four years."

Extraordinary expenses seem to have been incurred while there was a less income to meet them. The practical result of the Commission's labor seems to have been that a paid Secretary and Treasurer was appointed, and a system of collecting fees through the boys themselves introduced. This is said to have answered well. The scale of fees has been changed from time to time; that now prevailing is—

	Rs.	A.	P.
College Department.			
"Annual matriculation fee	3	0	0
Class fee (per mensem)	12	0	0
School Department.			
Annual matriculation fee	2	0	0
Senior classes (per mensem)	10	0	0
Junior classes (per mensem)	8	0	0
Initiatory Department.			
Annual matriculation fee	1	0	0
Class fee, Senior Division (per mensem)	5	0	0
„ „ Junior Division (per mensem)	4	0	0
„ „ Infant Class (per mensem)	3	0	0
Boarding.			
Pupils under twelve years of age (exclusive of class fee), per mensem	25	0	0
Pupils above twelve years of age (exclusive of class fee), per mensem	30	0	0
Day board	10	0	0

The rates for boarders include charges for washing, medicine, medical attendance, stationery, and conveyance to church. Clothes, shoes, books and drawing materials must be provided, or will be charged extra."

In the accounts given below, I believe the yearly interest on the actual funded property is not given. The sums now amounting to—

Rs. 53,500 Doveton Legacy,
„ 3,500 Arson Scholarship,
„ 500 The Morgan Testimonial Silver Medal,
„ 500 The Vos ditto ditto,

are partly in the hands of the Trustees and partly in those of the Secretary and Treasurer. It is not necessary to refer to the accounts of many years. Those for 1860 and 1865 are introduced, as the College was then more popular than it has since been. And it is well to keep in mind that what has been may again be.

BOYS.

Year.	Receipts.						Disbursement.					
	Balance.	Endowment.	Grant-in-aid.	Fees.	Other sources.	Total.	Educational.	Domestic.	Diet.	Clothing.	Miscellaneous.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1855 ...	184	1,000	.....	34,531	22,850	59,165	38,716	.....	1,306	.....	17,861	57,883
1860 ...	4,654	14,645	.....	1,03,591	7,239	1,30,129	61,880	.....	21,560	2,887	43,792	1,30,129
1865 ...	274	6,840	4,180	65,087	10,066	86,447	48,528	.....	14 390	.....	23,529	86,447
1870 ..	121	5,212	2,300	30,231	4,029	48 793	37,121	.....	9,413	354	1,746	48,634
1871 ...	150	3,646	.....	37,767	467	42,030	26,209	3,917	8,900	506	2,491	42,023

The expenditure side may now be shown in comparison with the numbers attending in the last two years :—

Year.	Boarders.	Day-scholars.	Total.	Education.	Per head.	Domestic.	Per head.	Diet.	Per head.	Clothing.	Per head.	Miscellaneous.	Per head.	Total.	Per head.
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1870 ...	50	235	285	37,121	11	.. ...	...	9,413	16	354	1	1,716	3	48,634	31
1871 ...	50	235	285	26,209	8	3,917	6	8,900	15	506	1	2,491	4	42,023	34

It may be as well to show how I have formed these tables: what items I have put under each head of account.

1871—*Doveton.*

1	2	3	4	5	Total.
Balance.	Endowment.	Grant-in-aid.	Fees.	Miscellaneous.	
Rs.	Rs.	Rs.	Rs.	Rs.	
150	3,646	.....	37,767	467	42,030
	Premises. Prizes. Scholarship.		Collections, Bills, &c.	Omnibus, books, law charges, profit and loss, stationery and fine.	
1	2	3	4	5	

Educational.		Domestic.		Diet.		Clothing.		Miscellaneous.		Total.
	Rs.		Rs.		Rs.		Rs.		Rs.	Rs.
Bills ...	6,223	Estabt.	3,917	Boarding	8,900	Dressing	506	Sundry ...	257	
Premises	924							Contingent...	835	
Omnibus	2,137							Pocket money	311	
Stationery	255							Law charges	596	
Books	408							Medical	343	
Printing	361							Profit and loss	33	
Library	59							Book-keeping	26	
Scholarship	161							Yarrowing	30	
Drawing	387							Va. ler	4	
House-rent	3,436							Martin	4	
Repair	107							Milnor	2	
Establishment	11,751							Stamps	50	
Total ...	26,209		3,917		8,900		506		2,491	42,023

A comparison with the expenditure of other boarding schools shows an extraordinarily high diet rate. Whether this is due to masters and their families dining with the boys I cannot say, but it merits attention.

Government.

107. The resolutions which have been quoted above show clearly the peculiar character of this institution. Every person of whatever denomination of Christianity, contributing Rs. 2 per mensem or Rs. 24 a year, can be a member of the Society, and the Committee of Management is chosen from among the general body of parents, guardians, and friends. The following extracts of the rules are interesting :—

"That the executive business of the Society shall be conducted by a Committee of Management consisting of thirteen members to be elected from the Society at their annual meeting or whenever vacancies occur during the year, of whom five at least shall be parents or guardians, and one shall be minuting member.

"That the Committee meet twice a month, or oftener if necessary, and that the heads of all subjects intended to be discussed at their meetings be circulated by the Secretary to all the members of the Committee at least one day previous to the day of meeting. That ordinary general meetings of the Society be held annually on the 1st of March, being the anniversary of the formation of the institution.

"That all persons employed on the business of the Society, or in any way dependent on the Society, may appeal to the general meeting from all acts of the Committee, on furnishing the Secretary of the Committee, in writing at the time of making the appeal, or previously thereto, with a statement of the grounds of their dissatisfaction, and with a copy of their application to the Society."

The Committee seem to meet very frequently ; but notwithstanding this and the general interest displayed in the affairs of the institution, they have not been able to exercise an effective control, as is evident from the constantly recurring debt.

Administration.

108. The Principal is stated to have "authority in all matters of discipline and detail not specially provided for in the following rules, and his interpretation of the rules shall be authoritative."

The following is the scale of establishment which after frequent changes has been adopted :—

Designation.	Salary.	University qualifications or other.	Previous occupation.
	Rs.		
Head Master ...	350		
Mathematical Master	170	St. Mark's Training College, Chelsea.	
1st Asst. Master ...	160	First Arts, Calcutta University.	
2nd " " ...	80	London University and Civil Enginering College, London.	
3rd " " ...	60	First Arts, Calcutta University.	
4th " " ...	50		
5th " " ...	40	First Arts, Calcutta University.	
	Initiatory Department.		
Master ...	Honorary. 350 as Secretary and Treasurer.	Edinburgh University.	
Assistant ...	50		

There are fixed rules which are printed in the yearly reports for the superintendence of the boys and the division of labor and responsibility. The Principal is now free from all boarding cares, and is able to devote his time and energies to educational objects. To the Treasurer and Secretary is entrusted the care of the boarders, the catering for the table, correspondence with the parents, management of the accounts, and other minutiæ. The same gentleman has lately, and gratuitously, undertaken the charge of the Initiatory Department. He has the services in the office of some native accountants.

Results.

109. We have seen that in the first year of the institution the numbers enrolled were 53. In the following quinquennial periods they averaged 99, 108, 201, 122, 114 and 153. I now take the years commencing with 1855 when Dr. George Smith joined,

and show the average numbers in the first and last years of each successive Principal:—

Dr. G. Smith ...	1855	217	boys, including	59	boarders.
	1859	413	„ „	110	„
Mr. MacCrindle ...	1860	378	„ „	114	„
	1865	320	„ „	66	„
Mr. Sime ...	1866	326	„ „	66	„
	1868	318	„ „	50	„
Mr. Dick ...	1869	289	„ „	42	„
	1870	250	„ „	34	„
Revd. R. Robinson	1870	232	„ „	34	„
	1871	213	„ „	38	„
Mr. Roberts ...	1871	254	„ „	46	„
	1872	285	„ „	50	„

On the 1st March 1871 and 1872 there were enrolled 91 and 95 apparently new names, but I am given to understand that these numbers give an incorrect impression. Many boys are taken away in December and sent back again in February or March, and thus the parents are saved school fees for perhaps two months.

In the report for 1870 the following return is given of boys sent up from the Doveton to the Calcutta University:—

136	passed the	Entrance Examination.
28	„	First Arts „
11	„	B. A. „
3	„	M. A. „

And in 1871, 8 were successful in the Entrance Examination, 4 in the first, 2 in the second, and 2 in the third divisions, respectively.

The social position of the parents in both boys' and girls' schools is shown in the following return:—

	Clerks (Government and Private.	Postal Department.	Customs.	Engineers.	Doctors.	Police.	Judicial Non-Commissioned Officers.	High officials.	Merchants.	Tradesmen.	Independent gentlemen.	Missionaries.	Pleaders.	Manager or Agent or Secretary of any Society.	Translators.	Marine.	Railway servants.	Unknown.	Surveyor.	Printer and Lithographer.	Conductors.
Boys	36	1	10	10	4	4	4	1	12	26	6	5	2	13	2	11	2	6	1	1	2
Girls	19	...	5	7	3	4	3	4	3	3	1	1	2	...	...	10	...	9	...	...	...
TOTAL ...	55	1	15	17	7	8	7	5	15	29	7	6	4	13	2	21	2	15	1	1	2

Accommodation.

110. The Society owns two houses, 53 and 54, Park Street. The latter is, however, let out on lease, and No. 41, Free School Street, is rented for school purposes. In this house is the boarding establishment and the school rooms of the college and upper school department; the head and some of the under-masters also reside here. The school rooms of the Initiatory Department are at 53, Park Street, and here the Secretary and Treasurer with three of the masters reside. The impression I brought away was that the beds were too crowded, and that much the larger part of the accommodation was absorbed by the supervising staff.

Sanitary.

111. The health of the pupils is said to be good. There has never been necessity for hospital accommodation.

Education.

112. As will have been seen from the classification of masters in an earlier section of this report, the division of the institution into separate departments is clear and defined. There are the Initiatory, the School, the College Department. The objects aimed at are—

"First to provide a manly education, irrespective of any future course of life destined for the student; in its Initiatory Department, to remove the children at a very early age

from the evil influence of native servants; and in its School Department, to lay the foundation of thorough scholarship and character. In the highest school class the pupils are prepared for the Entrance Examination of the Calcutta University. In the College Department the students go through a complete University course; those of the first and second year's classes are prepared for the First Examination in Arts. Such as pass this examination are prepared by a course of study extending over two years for the B. A. Examination. Such as pass this examination are prepared for the M. A. Degree.

"Such as may not wish to go up for University Honors obtain a collegiate training, preparing them for professions or mercantile pursuits."

The tables of hours and classes in two Departments are as below :—

TABLE OF HOURS AND CLASSES.

School Department.

Class.	9—10.	10—11.	11—12.	1—2.	2—3.
7th	Bible and English.	History and Geography.	Mathematics.	Latin.	Latin Composition and Mathematics.
6th	English.	Mathematics.	Latin.	Bible and History.	Latin Composition and Geography.
5th	English.	Latin.	Bible and History.	Mathematics.	English Composition and Geography.
4th	Arithmetic.	English Reading and Grammar.	Bible and Latin.	Writing and Dictation.	History and Geography
3rd	History and Geography.	Arithmetic.	English Reading and Grammar.	Writing and Dictation.	Latin.
2nd	Bible and Latin.	English.	History and Geography.	Arithmetic.	Writing and Dictation.
1st	Bible.	English Reading and Grammar.	History and Geography.	Arithmetic.	Writing and Dictation.

The following Optional Classes are held from 12—1:—
Drawing Class, Senior Division, Monday and Wednesday.
" Junior " Wednesday and Saturday.
Bengali (Monday to Thursday).
Urdu (Monday to Thursday).

Initiatory Department.

	9—10	10—11	11—12	Tiffin Hour.	1—2	2—3	
1st Class.	Bible Lesson. Reading. Exercise—Slates.	English.—Reading. Spelling. Meaning. Parsing. Poetry. Writing on Slates.	Grammar. Geography. History. Writing. Dictation.		Arithmetic.	Correction of Arithmetical answers. Tables, &c.	Dismissal.
2nd Class.	Bible Lesson. Writing—Slates. Preparation.	English.—Reading. Spelling. Meaning. Parsing. Poetry. Writing on Slates.	Grammar. Geography. History. Writing. Dictation.		Arithmetic.	Correction of Arithmetical answers. Tables, &c.	
3rd Class.	Bible Lesson. Writing—Slates. Preparation.	English.—Reading. Drawing on Slates. Object Lesson. Singing.	Lessons on Numbers. Reading. Writing.		(Exercise—Slates.) Lessons on Number.	Arithmetic. Tables, &c.	
		9—10-30.	10-30—12.		1—3.		
Infant Classes.		Bible Lesson. Reading. Numbers. Exercises. Singing.	Singing. Numbers. Reading. Grammar. Geography.		Singing. Object Lesson. Drawing. Reading. Arithmetic.		

The College Department of this institution, founded in 1864, was, in consequence of the withdrawal of the Government grant, closed in 1870. It had never been self-supporting, and difficulties in other Departments rendered a continuance of the aid given impossible.

"The cost of maintaining the College in past years has been from Rs. 1,200 to Rs. 1,400 per mensem, exclusive of house-rent, while the amount realised from the students' fees never exceeded Rs. 240, and latterly fell below Rs. 100 per mensem. With the grant of Rs. 380, the aggregate income of the College Department fluctuated between Rs. 500 and

Rs. 600, and thus it was carried on at a ruinous monthly deficit, amounting to between Rs. 600 and Rs. 800. This doubtless contributed greatly to swell the late debt of upwards of a lakh of rupees, which has been extinguished by a loan from the Doveton Legacy.

"Even if the intention were to limit the College course to the First Arts standard, still the cost, at the most moderate calculation, would be Rs. 500 per mensem. Supposing the students' fees to amount to Rs. 200, there will thus remain a deficit of Rs. 300 a month, a strain which the school funds cannot bear unless supplemented by a Government grant.

"Another point, brought out by the history of the College Department, and forcibly illustrated by the above, is the fact that there is no adequate demand among the community for whose benefit it was established for the high class education it affords. The classes of the School and Initiatory Department have always been full, and at times even overcrowded. But by far the great majority of the boys leave after reaching the Entrance standard; scarcely ten per cent. remaining to enter the College. The reason of this is explained by the fact that most of the parents are in limited circumstances, and are naturally anxious that their sons should begin life as soon as possible. Those who have the means prefer sending their sons to complete their education in England with the view of entering either the civil service or the army, or of qualifying for the liberal professions. The College has accordingly never mustered more than 26 students, so that the average cost of each student to the institution has been over Rs. 50 per mensem. Such a tax upon the resources of an institution having no connection with the Government is simply ruinous. Unless, therefore, the grant is restored, and the community manifest a greater disposition to appreciate the advantages of high class education than they have hitherto done, it will be for the Committee to re-consider the entire question of keeping up this Department."

The following extract from the report of 1872 on the School Department is interesting :—

"This Department has been conducted on two plans or principles. In the two upper classes the departmental or professional system, by which a master is responsible for only one or two special subjects, has been adhered to as practically the most effective and suitable. To train those classes efficiently, and also in a great measure to meet the requirements of the University, it is imperative that exercises of various kinds shall be daily prescribed, and examinations by writing held once a week. It would, therefore, be simply impossible for any one man, however willing, to do anything like justice to the formidable array of papers which would accumulate upon his hands every week, if put in sole charge of one of those classes.

"For the other classes, however, the usual plan has been found by experience to be by far the best suited. In these there is, as a rule, a readier disposition to irregularity and inattention, and a greater tendency to evasion of work. These evils, which were aggravated by the departmental system, are effectually suppressed when each class is subject to the undivided authority, and is placed under the sole management of one master.

"In addition to the ordinary lessons of the day, exercises of various kinds, bearing upon and illustrative of the class studies, are daily prescribed, all of which are expected to be prepared at home. It is satisfactory to notice that in the majority of cases the lessons are regularly and cheerfully prepared, and the exercises generally performed with a degree of care and neatness, reflecting credit on both teachers and pupils. Specimens of the ordinary class exercises in English and Mathematics, as well as in map drawing and ornamental printing, were exhibited at the last annual examination, and elicited general commendation.

"In all the classes the Word of God obtains the foremost place, and is daily read and explained. Its soul-elevating and heart-purifying truths, when properly presented, cannot fail to impress young minds, and exercise on them a benign and salutary influence. In accordance with the thoroughly Catholic and unsectarian principles on which the institution has ever been conducted, no denominational views are expressed; those who are not Protestants are not required to be present while the Bible is being read.

"The utmost order and discipline prevailed throughout the school last year, except that a strict and critical eye might have detected some irregularity in one of the junior classes, which was unavoidably subjected to a frequent change of masters. Such changes are much to be deprecated, and the Committee are anxious to prevent their recurrence by all the means in their power."

The yearly examinations are held annually in September "with the view of ascertaining what students are qualified to appear at the ensuing University Examinations, and also of pointing out and remedying existing deficiencies. They have hitherto been conducted by gentlemen having no connection with the institution, as independent testimony carries with it greater weight, and is, therefore, supposed to be more satisfactory to parents and guardians."

The result of these test examinations is given out in December of each year.

The present constitution of the classes will be seen from the following tables:—

Infant Department.

Class.	Number of Boys.	Foundationers.	Boarders.	Day-scholars.	Average.
1st	11	...	2	9	10
2nd	25	...	2	23	9
3rd	16	4	4	8	9·7
4th	10	2	1	7	8
5th	10	1	2	7	5
Total	72	7	11	54	...

School Department.

Class.	Number of Boys.	Foundationers.	Boarders.	Day-scholars.	Average.
1st	32	1	2	29	11
2nd	33	1	7	25	12
3rd	27	...	12	15	12
4th	25	...	5	20	13
5th	25	1	6	18	14
6th	24	...	2	22	15
7th	17	...	2	15	...
Total ...	183	3	36	144	...

Institutions.

113. At one time there was an excellent library, containing some four or five thousand volumes, a complete philosophical apparatus, &c. To this the boys, and in some instances, I believe, their parents, had resort, but under careful supervision and with an accurate system of recording. This was subsequently relaxed, and the result was the loss of some 800 volumes. There is still a fair collection of books, to which a room in the school-house is devoted. The Arson Scholarship has hitherto been the only one, but now Rs. 50 monthly, the interest of Rs. 15,000, has been allotted for the maintenance of a scholarship in English literature at the Parental Academic Institution and Doveton College of this city, "to be annually competed for exclusively by East Indian youths, but to be open to the pupils and students of that denomination of all public and private educational institutions without exception, and to be designated the scholarship of Lawrence de Souza." And the same gentleman has devised three lakhs of rupees to maintain a certain number of boys and girls as boarders from the age of 10 to 18. "The children of Christian East Indians, orphans, and the children of widows, to have the preference, but only one boy and one girl of a family to be selected at a time; and, as far as practicable, the children of parents not below the position of clerks or assistants to be chosen." Fourteen boys and four girls will consequently be placed in the two departments of the Doveton.

THE DOVETON YOUNG LADIES INSTITUTION.

V.

Early History.

114. In their third annual report, the Parental Society referred to the desirability of establishing a female branch of their institution. The subject was several times under consideration, but it was not till 1854 that the Revd. A. Morgan, the Rector of the Boys' School, without committing the Parent Society to the project, appealed to the community for funds. On his death in the following year, his successor organised and opened what is now known as the Doveton College and Young Ladies' Institution. Up till 1866 it was carried on under independent management, but in that year the charge was incurred by the Committee of Management of the Boys' Institution. Consequently it was held by several—

"That the society and its property, the Doveton legacy, had become chargeable with the liabilities of the Calcutta Young Ladies' Institution. Others, as strenuously, denied this: the

two parties could not agree, and as creditors of the Calcutta Young Ladies' Institution were pressing the payment of their claims, there was imminent danger of the society being involved in a law-suit, which, whatever its issue, would have made a serious inroad on the already reduced capital of the Doveton legacy. Under these circumstances, a plan of compromise was submitted to the society by Mr. R. H. Hollingbery, and was adopted by the society. The debt, so far as known to Mr. Hollingbery, amounted to Rs. 38,000. Towards this Mr. Hollingbery proposed to allot the annual amount of his salary over Rs. 1,500 a month, whereby in six years from February 1869, or in five years from February 1870, Rs. 18,000 would be obtained, and in yet another year, Rs. 6,000 more would be obtained, making a total of Rs. 24,000. Deducting either of these sums from the gross liabilities of Rs. 38,000, there would have remained Rs. 20,000 or Rs. 14,000 to be otherwise provided for."

This sum was provided for, partly by the society paying Rs. 8,000, an old debt, to Mr. Hollingbery, who applied it to liquidate the debt, partly by raising subscriptions, and partly by the Committee purchasing the furniture and stock of the Young Ladies' Institution for Rs. 6,000. These two sums came out of the Endowment Fund.

115. The accounts of the two institutions are kept distinct from those of the Boys' School. And in this way, it is possible to ascertain where large expenditure is incurred.

Finance.

Doveton Girls' School.

Year.	Balance.	Endowment.	Grant-in-aid.	Fees.	Other Sources.	Total.	Educational.	Domestic.	Diet.	Clothing.	Miscellaneous.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1865 ...	.....	.....	.....	23,780	34,628	58,408	1,135	.....	516	.....	55,729	57,380
1860 ...	.....	.....	.....	24,917	.....	24,917	9,734	.....	2,132	.....	14,885	26,751
1870 ...	2,030	.....	.....	10,196	2,737	14,963	9,045	.....	3,914	.....	1,401	14,960
1871 ...	4	.....	.....	14,620	2,067	16,691	10,964	.....	4,227	.....	1,477	16,668

The diet and the miscellaneous boarding expenditure seem unduly heavy. However, the numbers of boarders in the Girls' School are now very low. Where in 1860 they numbered 31, they are now but 14; whereas day-scholars number 80 in place of 61.

The fees are as follows:—

		Rs.
Boarders' annual matriculation fee		6
Day-pupils' ditto		3
General class fee	Infant Class	4
	Third Class	7
	Second Class	9
	First Class	10
Day-boarding		12
Boarding	Pupils under 12 years of age	25
	„ above „ „	30

Special attention is invited to the scale of fees, which are fixed at a moderate rate, with the object of bringing the institution within the reach of a large section of the community.

There are extra fees for accomplishments.

"When more than two pupils from one family are sent to this institution, a deduction of 16 per cent. on the total amount of class fees will be allowed; and as this institution is a branch of the Parental Academic Institution and Doveton College, a similar reduction will be allowed when brothers and sisters attend two schools respectively. Thus, if two boys and a girl, or *vice versâ*, should be sent to the two departments of the institution, the deduction will be allowed on the total amount of class fees charged in two departments."

116. The general administration of the Girls' School is conducted similarly to that of the Boys'.

Administration.

"The boarding establishment is under the immediate superintendence of the Lady Superintendent, Governesses, and the Matron. The great object is to make it a thorough training establishment, where evil habits and wrong dispositions may be corrected, and the elements of character formed. On Sunday the boarders are sent under the care of a governess to any

The following list of Masters shows how it is the educational charges are so low :—

Designation.	Salary.	University qualifications or others.	Previous occupation.
Head-master ...	Rs. 350, inclusive of fees ...	In possession of a diploma of Licentiate from the Royal College of Preceptors of London, and late Head-master of La Martiniére, Calcutta.	
1st Assistant ...	Rs. 60 (with board) ...	Formerly a Junior Master in the Martiniére.	
2nd Assistant ...	Rs. 30 (with board) ...	Formerly a Pupil of this school.	
Sergeant ...	Rs. 10 (with board).		
Matron ...	Rs. 50 (with board).		

121. But the following extract of a letter of the Head-master will illustrate how it is the aim of every school and every school-master to raise the school standard :

Education.

"*Education.*—This school was originally designated a *middle-class school*, the highest class or form of which was not expected to be instructed up to the Entrance Course of the Calcutta University. It is now classified with *higher* class schools and my highest class is now instructed in the subjects embraced in the Entrance Course, and even beyond. I am prepared to teach up to the *First Arts* subjects. But I cannot induce senior boys to remain. From what I have written above, it will be inferred that Latin and Mathematics are now added to our *Curriculum*, which was originally plain and practical. I should be very glad next year to be able to add two more subjects, *viz.*, the study of either Urdu or Bengali and Mechanical Drawing."

The school buildings are plain but good. The new wing which has been recently added cost Rs. 13,000. The masters are not well off in this respect. The boys have the advantage of a good play-ground in St. James' Church compound. The following statement shows the social position of the children, and it would seem more suitable to train such boys, as was originally intended, than as would now appear to be aimed at.

Statement of the social position of the parents and guardians of the Calcutta Boys' School.

Civilian.	Military Man.	Clerks.	Postal Department.	Police.	Public Works Department.	Teacher.	Pleaders.	Uncovenanted Civil Service.	Customs Department.	Railway Officials.	Merchants or Traders.	Widows.	Orphans.	Medical Department.
1	1	28	...	...	1	1	...	...	3	2	10	13	4	1

The education given is plain, practical, and religious. The following subjects are taught :—

The Bible, the Church Catechism (except on a written request from a parent that his child shall not be taught it.) Reading, Writing, Arithmetic, English Grammar, Book-keeping, Outlines of History, Geography, and General Knowledge.

The hours of study are as follows :—

From 9-30 A. M. to 11 A. M.
„ 11-15 A. M. to 1 P. M.
„ 2-45 P. M. to 4-30 P. M.

CALCUTTA GIRLS' SCHOOL.

X.

122. Attention in Calcutta was, in the year 1855, aroused to the fact that there was no school where parents of the middle classes could send their daughters but to the Roman Catholic convent or charity schools. About the time that the Doveton Girls' School was opened, a Committee, consisting of six ministers of the various denominations in Calcutta, and of seven laymen, was formed.

Calcutta Girls' School.

The main features of the constitution of the school, as established, were as follows :—

" (1.) The school was to be religious in character, free from sectarianism, and supported by all denominations.

" (2.) It was to afford a good practical education, including plain needle-work and some knowledge of house-keeping and household accounts, in addition to the ordinary subjects taught in schools.

" (3.) The school was to depend principally on the fees from the pupils, and was not to be essentially, or even primarily, a charity school, the public being only asked to assist in making good the deficit resulting from the low scale of charges, necessary to make the school available for those for whom it was intended. In connection with the first of these conditions, the arrangements for Divine Service for the children cost the Committee much thought and anxiety. Recognizing its importance, they yet felt that, with their small staff of teachers, it was impossible to provide for taking the children to the places of worship of the various denominations under proper superintendence, and without this, they could not undertake the risk of allowing the girls to go. They, therefore, gave every facility for parents and guardians to take the children with them to Church, and, for those who remained, Divine Service was held every Sunday in the school itself. "

This arrangement has been regularly carried out up till 1872, when other arrangements were made.

Before opening the school, a Ladies' Visiting and Consulting Committee was also formed, who, by their active interest and advice, greatly contributed to the efficiency and success of the school.

The scheme being submitted to the public, subscriptions were raised, and on 1st August 1856, the school was opened on the premises it still occupies in Circular Road. The fees were fixed at Rs. 10 per mensem for boarders, Rs. 6 for day-boarders, and Rs. 2 for day-scholars. It began with 47 pupils, and by the end of the year the number had risen to 61. Through the following year, in spite of the panic and excitement of the Mutiny, and the changes amongst the staff of teachers, almost unavoidable in the early days of an institution of this kind, the school was continued and greatly improved. In October of this year, a properly qualified Superintendent from England took charge, and the school rapidly rose into favor. At the close of 1857, there were 79 pupils in the school, of whom 51 were boarders; and by March 1858, the school was full, containing 75 boarders and 24 day-scholars. From that time, the school, until within the last two years, has been almost constantly full, there being generally many applicants waiting for admission; and this, notwithstanding the necessity the Committee were under of raising the fees in 1864 to Rs. 12 for boarders, and afterwards to Rs. 14, on account of the greatly increased cost of necessaries, and the higher rent that has now to be paid for the school premises.

In the last few years, there have been difficulties chiefly owing to a constant change of teachers.

It was hoped that the school, when once established, would be able to pay its way. But the last published accounts of the Committee show that more than one-seventh of the expenditure is still found by the public. And this must continue till the school owns a house of its own.

The fees are probably as heavy as the parents, all with incomes less than Rs. 200 a month, can pay.

The following table illustrates the social position of the children. Every published report shows that continual attention is paid to the admitting only children of the classes for whom the school was founded :—

Statement of the Social Position of the Parents of the Girls.

Civilians.	Military Men.	Clerks.	Postal Department.	Police.	Public Works Department.	Teachers.	Pleaders.	Uncovenanted Civil Service.	Customs Department.	Railway Officials.	Merchants or Traders.	Widows.	Orphans.	Medical Department.
...	...	7	1	2	4	4	1	...	6	7	8	8	16	...

The strength of the educational staff and the distribution of the children in classes is given below :—

Educational Return.

Class.	No. of Girls.	Boarders.	Pay-scholars.	Average Age.	Time in School.	Designation.	Salary.
							Rs.
1st	9	9	...	15 years.	6 years.	Superintendent ...	100
2nd	15	14	1	13 „	6 „	1st Teacher ...	60
3rd	14	12	2	12 „	1 to 5 „	2nd Teacher ...	45
4th	26	25	1	4 to 11 „	1 to 5 „	3rd Teacher ...	10
						Work Teacher ...	45
						Matron ...	45
						Total ...	305

EUROPEAN FEMALE ORPHAN ASYLUM.

XI.

European Female Orphan Asylum.

123. As the European Female Orphan Asylum has been reported on as a military educational establishment, it is not now necessary to give more than a sketch of its history. Founded in 1815 for the girls of King's regiments, it has always been a favorable institution. But a circular (dated 1866) states the number of military girls requiring assistance is so much reduced since the Lawrence Asylums receive children of all branches of the service, that civil children are now received. The numbers are as follows :—

	No.	Orphan.	Fatherless.	Motherless.
Military	42	17	15	10
Civil	23	12	8	3
	65	29	23	13

There is accommodation for 90. But means to receive so many are wanting.

The income in the present day may be thus estimated. The receipts may be counted upon somewhat as below :—

		Rs.
1.	Military Department's Allowance	4,800
2.	Educational Grant (Bengal)	2,400
3.	Subscriptions and Donations	7,000
4.	Church Offertories and Donations	2,500
5.	Interest on Rs. 21,000 in Funds	800
6.	Miscellaneous	200
		17,700

i. e., the Government, through the Military Department and the Bengal Education, give 40 per cent.

The expenses of the school in 1869 and 1870 were as follows :—

	Education.		Diet.		Clothing.		Miscellaneous.		Total.	
	Cost.	Average.	Cost.	Average.	Cost.	Average.	Cost.	Average.	Cost per annum.	Average per mensem.
	Rs.		Rs.		Rs.		Rs.		Rs.	
1869 ...	9,052*	12-9 2	6,993	9-11-5	1,781	2-7-6	1,606	2-3-8	19,432	26-15-0
1870 ...	8,330*	11-9-1	6,768	9-6-4	2,222	3-1-5	2,345	3-4-2	19,665	27-6-0

* Repairs and purchase of furniture have been included in this head.

In the general statement, Rs. 24 is shown as the monthly cost in 1871. I am not aware if all expenses have been included in that. It is put at Rs. 17,287 against Rs. 19,432 and 19,665 of the preceding years. If an average of the three years be taken, the incidence would fall at Rs. 26 per head monthly—a very high rate for children of this class. The salaries of the staff raise the cost unduly. There should be no Lady Superintendent: the responsible official should be a matron. Girls of the class of nursery governesses are turned out rather than domestic servants. This is perhaps not to be wondered at, seeing that a house of this description cannot afford the necessary domestic training. The children do such work of their own as is possible in this climate, but they have no opportunity of learning to do domestic service.

CALCUTTA FREE SCHOOL.

XII.

124. The old Calcutta Charity School was established about the year 1729. "It was under the care of the select vestry, and was supported by voluntary contributions. Part of the restitution money received for pulling down the English Church by the Moors at the capture of Calcutta in 1756" was given to the school.

Calcutta Free School.

This church stood contiguous to the old fort, at the west end, where Writers' Buildings now stand. I now quote from a history of the school published, I believe, in 1848:—

"There exist no records of this Charity Fund, or of the school supported by it, till the year 1783, in which year, in an account rendered, there appears a small balance made over by a church-warden to his successor in office. The names of two or three boys apprenticed out in 1758-6 form the only records of those years. In 1787, the select vestry of the new church, now St. John's Cathedral, took upon themselves the more immediate charge of the Charity Fund and School, and from that time, the records have been regularly made and preserved.

A. Lushington's Calcutta Institutions.
B.

"In December 1789, 'a plan for establishing a Free School Society for the education of children, whether orphans or the offspring of indigent persons,' was submitted to a meeting of gentlemen, of whom a provincial committee was appointed to consider and prepare the general regulations of the proposed institution. On the 21st December 1789, at a meeting of inhabitants of Calcutta, called by advertisement in the *Calcutta Gazette* of the 15th, and held at the Old Court House, the plan matured by the provincial committee was finally discussed and adopted.

"The original plan of the Free School was, 'that a fund be established for the maintenance and education of orphans and other indigent children and young persons of both sexes, not objects of the care of the Orphan Society, the males being between the ages of five and sixteen, and the females between the ages of five and fourteen, to be brought up as Protestants.'

"The original intention of receiving children as boarders was obliged to be abandoned on account of the number of applications, but the visiting governors had 'the option of admitting to diet, as well as education, such children as might be proper objects of such consideration.'

"Quarterly general meetings of subscribers were to be held to receive the reports of the governors upon the state of the society, to pass orders, and make general regulations, and to examine the children.

"The accounts of the Free School were to be kept separately and distinctly from those of the charity supported by the vestry of Calcutta, and the church-wardens were to be treasurers to the society.

"In 1790, it was proposed to the governors to admit Natives, Hindoos, and Mahomedans into the institution by paying as day-scholars. The proposition was laid aside for consideration; but no resolution on the subject appears to have been passed. The practice, however, certainly obtained; for in 1802, a resolution appears—'that in future no children be admitted but the descendants of Europeans,' it having, up to that date, been customary always to admit Bengalee children, in consequence of which numbers of children, descendants of Europeans, had been refused admittance.

"This resolution of the governors was cancelled at a general meeting in August 1811, but no rule applicable to the point was passed. Native Christians were always admitted on the foundation. In 1790, the funds being sufficiently large, it was resolved to extend the benefits of the charity to the entire boarding, lodging and clothing of the children; and those on the foundation at the time were at once admitted on the enlarged system, it being at the same time determined that all children in the institution, of whatever parentage, should be treated alike, without any

distinction whatever in their diet, clothing or accommodation. In June 1790, it was agreed to admit day-scholars for education, each paying six rupees per mensem, out of which, in order to avoid the injury of exposure to the sun by their returning home in the heat of the day, the master was to provide them with a dinner. The religious persuasion of children petitioning to come in as day-scholars was to be no bar to their admission, and they were to be allowed to go to any church to which their persuasion might lead them. Towards the close of the same year, the benefits of the institution were divided into four classes, to each of which children were to be admitted according to their circumstances.

First.—Board, clothing, maintenance and education—or full benefits.
Second.—Clothing, maintenance, and education—or three-fourth benefits.
Third.—Dinner and education—or half benefits.
Fourth.—Education alone—or one-fourth benefits.

And in the case of day-scholars, certain rates were established at the same time for boarding and clothing, the benefits of which were extended to them.

"In 1791, mention is made of out-pensioners, who appear to have been children intended for admission into the institution, but under age, who, with their mothers, were upon a monthly allowance from the funds; or being orphans, were boarded by respectable women, and who, when they attained the proper age, were to be removed into the school.

"The putting out of the children as apprentices was always an important object with the governors. It was agreed that female children, admitted to the full benefits of the institution, were to be considered as placed there to be settled as servants whenever an eligible opportunity should arise; and the tradesmen of Calcutta were informed by circular letters that there were several boys in the institution of fit age to be apprenticed to them. There are many instances of girls sent out to take service with ladies, or with milliners, to whom they were in general bound by indentures for five years; and the boys were placed out as assistants in indigo factories, apprentices to tradesmen, and servants to gentlemen, generally on similar indentures. * * * * * On the 21st April 1800, at a general meeting of subscribers called by public advertisement, it was resolved to unite the Old Charity School and the Free School for the following reasons:—

"1*st.*—The object of both the charities is precisely the same, *viz.*, to educate gratis poor children, particularly the descendants of Europeans, and to apprentice them out as servants to trades, &c.

"2*nd.*—The subscriptions to the Free School having decreased in past years, and the available property of each institution being of a contingent nature, so that each is occasionally obliged to lend and borrow interchangeably from the funds of the other, producing thereby a perplexity in the accounts, which would be avoided by the consolidation of the funds.

"3*rd.*—The schools, by being united, will be more easily managed, and may be rendered more extensively useful.

"Therefore, it is resolved unanimously that the funds of the Old Charity and those of the Free School be forthwith consolidated, and that the two institutions be united into one establishment.

"Resolved, that the institution, thus united, be hereafter governed by the members of the select vestry.

"From this date the institution was administered by the vestry alone, without much reference to the previously existing rules, till, in March 1813, on its being determined to introduce Dr. Bell's system of instruction into the classes, the vestry resolved to add three extra governors to their body as managers of the school.

"In February 1815, at the request of the governors, the Bishop of Calcutta, Dr. Middleton, became patron of the institution; and during his life, by constantly attending and presiding at the meetings of the governors, he restored activity to the establishment, and considerably promoted the interests of the school. In October 1817, a separate branch of the institution was formed for the reception of children for whom their friends were able and willing to pay a certain sum for board and education. The children so admitted were not distinguished in any way from those on the foundation, except that they slept exclusively in the upper dormitory until 1822, when this distinction ceased. It was the custom of the governors to require, either a monthly payment of ten rupees, or to accept a sum of money as a donation, in consideration of which the benefits of the institution were conferred on the child admitted. This branch of the institution was designated the New Establishment, and in all the reports of the school published from time to time, the children have been accounted for under this head, separately from those on the foundation and from the day-scholars. * * * * *

"In January 1830, Bishop Turner suggested that it was expedient that the institution be placed under clerical superintendence, for the furtherance of which object the erection of a church being desirable, it was resolved to appropriate a portion of the funds of the institution for that purpose. On the 13th April 1830, the foundation-stone of the Free School Church was laid by the Right Hon'ble Lady William Bentinck; in October 1831, the Church was reported finished, and it was opened on Sunday, the 20th November 1831, when Archdeacon

Corrie preached a sermon for the benefit of the institution. On the 2nd February 1833, the Church was consecrated by Bishop Wilson, and named after Saint Thomas. Its erection cost the institution Rs. 33,641-8-6. On the 16th March 1833, the institution was remodelled at a general meeting of the governors, subscribers and donors, at which it was resolved to approve and confirm certain propositions for the benefit of the institution, relating chiefly to its office-bearers and general administration, which had been drawn up by Bishop Wilson; the professed object of which was, 'to let a want of vigilant management in the Free School, arising from a defective system of administration, be followed by its legitimate consequence—a total change in the system which occasioned it.'"

Finance.

125. The first great gift made to this public charity, and which has been a main support of the Free School, came to it in this wise. There was no Town Hall, nor any house for the Mayor and Aldermen to hold their court in. A Mr. Bouchier, Master Attendant at Calcutta, and afterwards Governor of Bombay, built the Old Court House to remedy this inconvenience, and made it over to Government for public use on condition of the payment of a rent of Rs. 400 per mensem for the support of the charity school. This hall was enlarged and re-built "by* the liberal spirit of the inhabitants of the town" in 1765, in consequence of which the rent was doubled by Government. "And I have understood that when the ruinous state of the building made it necessary to pull it down, Government, with a generosity of mind which must ever do great honor to those who were then members of it, agreed with the church-wardens to pay that sum in perpetuity." *(a)* The restitution money already referred to, frequent legacies made to it, and other sources of income caused the funds of the two institutions, when united in 1800, to amount to Rs. 2,72,009-15. The funded property now amounts to Rs. 3,09,400, and would have been larger but for the heavy outlay on buildings incurred from time to time. There are two other separate funds—the Calcutta Free School Apprentice Fund amounting to Rs. 31,800, and the Covered Playground Fund of Rs. 1,000. Since 1818, yearly reports of the affairs of the Free School have been regularly published. It is, therefore, comparatively an easy matter to trace the financial history of the school.

* Lushington's Calcutta Institutions.

Its yearly receipts are somewhat as follows :—

Balance in hand.	Interest.	Government Grants.	Fees.	Miscellaneous.	Total.
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,461	24,260	10,732	2,991	5,617	51,061

The sources of this income are shown in the following detail in the published accounts of 1871 :—

	Amount.	Total.
Balance of last year in the Treasurer's hands ...	5,762 14 9	
Ditto ditto Cash-keeper's hands	1,698 1 10	7,461 0 7
Old Court House Rent	10,240 0 0	
Interest on Government Securities	12,219 10 0	22,459 10 0
Government Donation	10,032 0 0	
Moonshee Allowance	700 8 0	10,732 8 0
Subscriptions	1,081 0 0	
Donations	2,990 12 6	4,071 12 6
Payments from Pay Pupils	5,653 8 0	
Contingent Receipts	2,705 6 2	8,358 14 2
Donations from the Pewage of St. Thomas' Church ...	... ...	1,800 0 0
School of Industry	... ...	1,545 4 6
Total Rs.	... ...	56,429 1 9

(a) Fisher's Memoirs.

The Old Court House rent has been referred to. At the end of 1864, a question arose as to the school's right to this rent as a permanency. The original deed was at last discovered in the Accountant General's Department, from which it appeared "that* the Government is legally bound to pay to the Calcutta Free School Rs. 800 as long as the charity exists." The Government donation appears to date from 1826. The governors had been obliged to reduce the number of admissions from 400 to 280; and they urged that unless aid could be granted them, they must make a further reduction.

* No. 5862 of 10th October 1865, Officiating Secretary, Government of Bengal.

Under these circumstances, the Government resolved as follows:—

"'The Governor General in Council, adverting to the extensive benefits which the Free School is the instrument of diffusing, considers so useful an establishment to possess a strong claim on the bounty of Government with reference to the deterioration of the resources of the institution, and His Lordship in Council has accordingly been pleased to resolve, that an allowance of Rs. 800 per month, being the amount hitherto contributed by the Government to the vestry fund, be granted to the Free School from that date, subject to the confirmation of the Honorable Court of Directors.' The Court confirmed the grant, at the same time suggesting the propriety of uniting the Free School with the Benevolent Institution, the two establishments appearing to be of a similar character; but the Bengal Government, in reply, has stated points of difference which render such an union impracticable."

† Fisher's Memoirs.

The Moonshee allowance is also of old date. Altogether the Government grants amount to about two-fifths of the year's income. The item, pewage of St. Thomas' Church, may be referred to. In Bishop Turner's time, this church was built from school funds. In no way was it a successful measure. The present arrangement causes some refund of the school's disbursement. The church committee pay Rs. 150 per mensem, and the Government Chaplain who serves the church receives a residence from the school committee instead of a house allowance from the Government. He acts as secretary to the school. In this case the control of a secretary seems to have been effective, and I attribute it chiefly to the fact of his residing on the spot. The following table gives an idea of the expenditure of past years, but the rate per head is only approximate. The numbers of the children are apparently not the average of the year's numbers, but the number present on a certain date.

CALCUTTA FREE SCHOOL.

Statement of Receipts and Disbursements.

Numbers Present.			Receipts.				Disbursements.					Per head.
			Interest.	Government Grants.	Other Sources.	Total.	Educational, Domestic, and Medical Attendance Establishment.	Diet.	Clothing.	Miscellaneous.	Total.	
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs.
1820-21	...	354	16,774 5 8	614 7 3	20,793 7 9	38,182 4 8	12,040 1 4	14,412 15 0	4,579 7 0	5,128 10 3	36,161 1 7	9
1830-31	...	309	18,778 12 6	10,270 5 0	21,600 3 1	50,649 4 7	16,266 0 0	14,462 14 11	4,373 14 10	4,012 14 1	39,115 11 10	10
1840	...	242	10,992 15 6	10,732 8 0	19,316 3 0	41,041 10 6	18,526 9 3	11,045 11 6	2,461 3 6	7,118 14 0	39,152 6 3	14
	Boys.	Girls.										
1850	... 240	147	12,363 13 0	10,732 8 0	17,136 6 0	40,232 11 0	21,725 10 6	10,070 11 9	2,331 4 3	5,656 4 9	39,783 15 3	8
1860	... 219	108	11,303 6 7	10,732 8 0	30,091 10 5	52,127 9 0	21,240 10 3	13,175 14 6	2,651 1 0	9,383 9 8	46,451 3 5	12
1870	... 204	99	12,913 5 5	10,790 14 0	25,880 7 8	49,584 11 1	16,147 0 0	13,832 7 6	3,692 15 6	14,458 2 10	48,130 9 10	13

In all cases day-scholars are omitted.

The average monthly expenses are considered to fall at Rs. 12 per head; that is, this school educates and maintains its children cheaper than any other institution whose accounts have as yet come before me.

126. But little alteration has taken place in the constitution of the governing body. Fisher says :—

Government.

"The management of this new society was confided, under the patronage of the Governor-General, to twelve governors, *viz.*, the chaplains, church-wardens, sidesmen, and six other gentlemen resident in Calcutta and chosen by the subscribers. These governors visit the school in rotation and meet monthly. The funds were to be raised by a rateable contribution from the civil servants of the Company, and such other contributions as might be procurable. The superintending masters and teachers, male and female, to be elected by the governors, the plan of education to be that usually followed in Free Schools, the children to be recommended by subscribers."

To the members of the select vestry, to the governors appointed by the subscribers, the Government now adds two members. By an arrangement made in 1870 the Secretary to the Governors is the Chaplain of St. Thomas' Church.

127. At one time the same gentleman held the post of "Rector and Secretary and Chaplain" to St. Thomas' Church. "As this did not work well, the ordinary discipline of the school and the most important post of the instruction were placed, as they ought to be, in the hands of a head-master." The present gentleman has held this post with great success for some years.

Administration.

The staff in both schools is shown in the following tables :—

Return of Masters or Mistresses.

Name.	Designation.	Salary.	University qualifications or others.	Previous occupation.
		Rs.		
Masters.				
Chas. Redman ...	Head-master ...	325 per month	Certificated	None.
W. Gomes ...	2nd „ ...	155 „	None	Uncovenanted Service.
W. Snelling ...	3rd „ ...	60 „	„	None.
William Hughes ...	4th „ ...	60 „	„	„
Mistresses.				
Sarah Jane Massey ...	Head-mistress...	135 per month	Certificated mistress, 1st class.	None.
Annie Eliza Allsopp ...	2nd „ ...	75 „	.....	„
Emma Cecilia Rose ...	Sewing „ ...	60 „	.....	Matron on board the sanitarium ship *Bentinck*.
Ann Matilda Aubrey...	Matron ...	60 „	.....	

So large a school could not be taught without other assistance, and, therefore, the governors in 1861 determined to apprentice three of the best lads to themselves for five years.

"They are found in clothes different from those of the other boys, together with board and lodging, and receive a small salary, annually increasing, according to their proficiency in their higher studies. They are expected to pass the Entrance Examination of the University after three years. The master who gives them instruction, as well in their own studies as in teaching classes, will receive Rs. 50 for each on his passing a certain fixed annual examination appointed by the governors. This money will be paid out of the premium allowed for a boy from the Apprentice Fund

There seem to be six pupil teachers on either side, drawing salaries between Rs. 3 and 8. A careful economy is practised in the menial staff as in other departments. In the Female Military Asylum at Madras the establishment costs 6-10-6 monthly per head : in the Calcutta Free School Rs. 5 a head covers all such charges. And I am not satisfied that some of the servants could not be dispensed with.

The following shows the chief heads of establishments :—

	Rs.
Office and General Servants	255
Boys' side, Preceptive and Executive	886
Girls' side ditto	397
Cooks	47
Boys' Hospital	53
Girls' Hospital	34
The different Shops	113
	1,787

The trades taught are book-binding, printing, and carpentering. Squads of boys attend the native workmen each afternoon. I think there is room for improvement in the way these shops are worked. It struck me that the native workmen did most of the work; and if outside orders are looked for, this is perhaps necessary. At any rate, manual labor is taught, and the boys learn that there is nothing degrading in it.

Results.

128. I have been disappointed in not being able to obtain any complete statistics of the number of children who have passed through the school, of the employments they have taken up, or of their future. A table is yearly published showing the incomings and outgoings, but it seems to be a matter of interest with nobody to record the lives boys or girls take to. In former years, I believe the results were better than they are now. I mention the subject, as I think that if tables were formed and results scrutinised, advantages would follow simply by more attention being paid to the subject.

The terms of the apprentice indentures were said to be too stringent, so that the money has not been regularly expended. Power has now been taken to alter this, and with a sum of Rs. 2,872 yearly interest always available, a good deal can be done. No doubt great attention is paid to the merits of each case at the time of election. But there was nothing to show under what classes the children fell. The following table has been prepared for me :—

	Entire Orphans.	Half Orphan.	With Parents.	Total.
Boys	60	91	71	222
Girls	20	60	38	118

Day-scholars are not shown in this or in the following table :—

Statement of the Social Position of the Parents of the—

	Civilians.	Military Men.	Clerks.	Postal Department.	Police.	Public Works Department.	Teachers.	Pleaders.	Uncovenanted Civil Service.	Customs Department.	Railway Officials.	Merchants or Traders.	Widows.	Orphans.	Medical Department
Girls...	...	4	10	...	2	1	1	...	5	4	7	4	60 unknown	20	...
Boys...	...	28	31	1	5	8	4	3	2	5	27	28	73	...	4

The number of children of both sexes supported at this institution has very much varied.

"The number of children of both sexes supported, from time to time, in this institution has considerably varied, having necessarily fluctuated with the rise and fall of the funds of the society. In 1790, the number was raised from 57 to 70. In 1791, to 96, besides 26 children who paid for their maintenance; and at the close of the year to 150 of all classes. In 1798 the number fell to 60, the old charity fund being charged with the remainder—100 children. On the union of the schools in 1800, the number was raised from 160 to 200. In 1801, to 250. In 1814, to 200 boys and 100 girls—in all 300. In 1820, the admissions were increased to 280 boys and 120 girls—in all 400. But the number of boys was limited in 1824 to 250. In 1826, there were 245 boys and 190 girls; and it became necessary to suspend admission beyond that number. At the close of 1833 the number of boys was reduced to 200, and that of the girls to 120."

Since 1833, the quinquennial periods show averages as follows:—

	Boys.	Girls.		Boys.	Girls.
1837	182	112	1857	267	158
1842	306	188	1862	288	141
1847	324	187	1867	260	120
1852	274	182	1872	230	114

There seems to be no fixed number of each class. They vary year by year. Possibly as many pay boarders as possible are received, and the rest of the accommodation is allowed to foundationers.

129. The premises where the school now stands were obtained in 1794. "In 1794, the governors purchased Mr. Louis Baretto's house in Jaun Bazar for the institution, at which place it has been since that time, and is now established. The amount paid for this estate was Sicca Rs. 26,800." Considerable additions have from time to time been made. In the compound stand the boys and girls' school, separated by the Church and the Secretary's house. There is also space without encroaching on the play-grounds for further buildings. The girls' school, the oldest of the two buildings, is fairly good, while the boys' house is excellent. School, work-rooms, and refectories below, with dormitories and masters' quarters above; the whole forming a very valuable and compact property.

Accommodated.

130. A native doctor daily visits, and a Calcutta physician, I believe, attends when necessary. The health of the childern is said to be wonderfully good. Separate quarters are put aside for hospitals, but they are not detached.

Sanitary.

131. The appeal which was put forth in 1789 was intended to meet the wants of that large class of children who were unable to participate in the advantages of the Military Orphan Society, and so we find the civil servants of the country "invited to contribute" in certain proportions. The primary idea was to establish free schools without any restrictions as to numbers. In 1813, it was settled that the system of education should be that adopted in national schools in England, "where the national religion is made the foundation of national education." This system has been maintained throughout.

Education.

The strength of the classes at present is as follows:—

I.—Educational.

Class.	Number of Pupils.	Foundationers.	Boarders.	Day-scholars.	Average Age. Yrs.	Ms.	Time in School. Yrs.	Ms.
Principal Teachers and Monitress ...	5	5	.....	.....	15	0	6	7
Girls. I ...	16	14	2	.....	14	0	4	6
Girls. II ...	22	18	4	.....	13	0	3	9
Girls. III ...	17	12	5	.....	11	0	3	0
Girls. IV ...	25	15	5	5	10	0	3	6
Girls. V ...	22	15	3	4	8	0	1	8
Girls. VI ...	22	12	8	2	7	0	0	9½
Total ...	129	91	27	11	.....		.....	
Boys—								
Principal Teachers...	6	6	.....	.....	16	11/12	7	0
1st and 2nd ...	26	23	3	.....	15	0	6	0
3rd ...	19	16	2	1	13	9	7	6
4th ...	16	11	5	.....	12	11	4	2
5th ...	33	26	5	2	16	16	4	8
6th ...	34	25	10	.....	12	8	4	1
7th ...	27	19	8	2	12	6	3	5
8th ...	20	16	13	4	10	3	2	0
9th ...	42	31	11	.....	8	1	1	9

The University has affected the teaching of this as of all other schools. The pupil teachers and the 1st and 2nd classes are, I believe, all studying the University Course. This may account for the lukewarmness in trades. Too many boys, it would seem, are encouraged to continue their educational careers The arrangements already quoted, under which pupil teachers study to pass the University standards, are admirable. But, perhaps, it would be advisable

in a school of this class to limit the privilege of studying for the University to pupil teachers. Greater attention could then be paid to the workshops, and boys and girls could be sent out who have really practised their calling.

BENEVOLENT INSTITUTION.

XXI.

132. The Benevolent Institution was founded in 1810, chiefly by the exertions of Dr. Marshman of Serampore. Its object was to afford daily tuition to youths of both sexes, the descendants of indigent Christians of all nations. At first, public subscriptions came in but slowly. The jealous fears of an ardent supporter of the Free School, by attracting attention to the new institution, was the immediate cause of its claims being prominently brought before the public; and, with such effect, that the managers were enabled to purchase premises, and erect the present commodious school-house, which, with the ground, cost Rs. 24,000. In 1812, the plan was enlarged, and a female school added.

The Lancasterian system was early introduced, and with considerable success. In 1816 and 1818, branches were opened out at Dacca and Chittagong, but these were subsequently closed in 1826 by the desire of Government. Aid was given to liquidate debt and make repairs; and a monthly allowance of Rs. 200 given, which is still continued. The school is, so to speak, independent of all Government control, and manages its affairs and conducts its examinations in its own way.

"The principal provisions of the Trust Deed are:—The Trustees for the time being shall be managers of both the boys' and girls' departments.

"The said departments shall admit for gratuitous instruction as many Christian children of both sexes in European habits as the funds annually raised by voluntary subscriptions will educate. Yet, nevertheless, that it may be discretionary with the Trustees to admit such a limited number of children, not in European habits, as the Trustees may deem proper; provided always that the number of children not in European habits do at no period bear a greater proportion than one to three of those in European habits—that no person, deriving any emolument from the funds, be at any time elected to the office of Trustee or Manager."

In ordinary years, the expenses of the school do not fall above Rs. 20 a head.

ST. THOMAS' SCHOOLS.

XXII, XXIII.

133. St. Thomas' Schools, Howrah, are, I believe, day-schools under the chaplain. Although aided by the State to the extent of Rs. 160 per mensem, the East Indian Railway also gives Rs. 30 per mensem; the managers have not furnished to me or the Inspector of the Circle any information regarding, or returns of, the school. The Diocesan Board's latest report shows that it is a day-school with a master and two mistresses, and that the scholars pay up to Rs. 5 a month. This includes an omnibus charge in the hot and rainy seasons. The tuition fees in 1870 amounted to Rs. 3,070, and subscriptions to Rs. 560.

St Thomas' Schools.

ST. STEPHEN'S SCHOOLS.

XXIV, XXVI.

134. St. Stephen's School, Hastings, Calcutta, a day-school, professes to educate to the University Entrance Examination, and, with this view, adds Latin and Euclid to the ordinary subjects of an English education. There are two officers in the boys' and two in the girls' school.

St. Stephen's School, Hastings.

SMALL SCHOOLS.

135. Besides the schools enumerated in the accompanying return, there is, or was, one known as St. Saviour's School in Dhurrumtollah. Attendance about 60. The fees were Re. 1 per mensem where the family salary was under Rs. 50; Rs. 2 when it was up to Rs. 100. A Baptist Clergyman had charge of this school, and it received aid from the Diocesan Board, but the Board were naturally unwilling to take it under their direct management. There are also several schools of a private

Other Schools.

character which have not favored me with any returns. From the last Diocesan Report, I gather that their attendance is as follows :—

Name of School.	Under what management.	Number of Pupils belonging to the		Number not classed, or whose Parentage is not known.	Total.
		Middle class.	Lower class.		
Bengal Academy	Roman Catholic.	123	...	2	125
Ardwise's School (boys and girls)	...	55	...	...	55
Mr. Kennedy's School	..	...	...	70	70
Mrs. Lavendiere's School	...	...	...	18	18
Miss Stark's School	...	...	...	25	25
Miss Moran's School	...	...	...	50	50
Miss Cockburn's School	...	...	...	40	40
Mrs. Stegemann's School	...	19	...	...	19
Mrs. Whelan's School	...	...	...	20	20
Mrs. White's School	...	...	...	15	15
The Garden Reach School	...	...	...	12	12
		197	...	252	449

And I believe that at Jamalpur, Chinsurah, Chittagong, Burdwan, Bancoorah, and Cuttack, there are day-schools drawing a monthly grant from Government of about Rs. 200, and with a nominal attendance of 175; but from them Mr. Woodrow has not been able to obtain any returns for me. He has, however, been instrumental in my seeing the Armenian Philanthropic Academy. I have not included either the Upper or Lower Orphan School, as these institutions can hardly be called schools. In all, 3,308 European and Eurasian children are under instruction in Calcutta. Of these 2,000 are boys, and 1,308 girls.

Armenian Philanthropic Academy.

This institution is rather private than public, although its funds have been collected by public subscription, and are administered by a Committee of Armenians. Messrs. A. M. Vardon, Seth Apcar, and J. G. Bagram form the committee, of which the first-named gentleman is the Secretary and active member. He tells me that there is in the funds a sum of Rs. 1,33,022 standing unsecured in the names of the committee, and that the yearly receipts are somewhat as follows :—

	Rs.
Rents of Houses	4,143
Interest of Government Paper	3,166
Boarders' Fees	956
Interest of Legacies	1,214
	794
	10,273

The expenses, which are said to have totalled (1871) Rs. 12,366, may be thus distributed—

Educational.		Boarding.			
Educational Establishment.	Domestic Establishment.	Diet.	Clothing.	Miscellaneous.	Total.
6½	1	9	1	2	18

The attendance was—

Boarders.		Day-boys.		
Paying.	Foundationers.	Paying.	Free.	Total
8	39	...	16	63

There are two masters drawing Rs. 200 and 100 each. The school is held in the Bow Bazar, in a building quite unsuited for the purpose. The boys are crowded together, and the arrangements are offensive. Mr. Woodrow mentioned that he has known this school in four different houses, and Mr. Vardon now talks of purchasing a house in Entally. I was told that Armenians of the best families at one time sent their children here; but all this is changed, and the admissions, which are mostly free, are entirely in the hands of Mr. Vardon.

N. W. PROVINCES.

Number.	Name of School.	Where located.	When founded.	Denomination or creed.	Under what management.	Number of Children: Day Scholars. Male.	Day Scholars. Female.	Boarders. Male.	Boarders. Female.	Total. Day Scholars.	Total. Boarders.
	Higher.										
I.	Roscrea School	Roscrea	1861	Church of England	Diocesan Board	5	—	90	—	5	90
II.	Cahirelly House	Ditto	—	Ditto	Ditto	—	—	—	18	—	18
III.	St. George's College	Ditto	1864	Roman Catholic	Bishop of Agra	—	—	60	—	—	60
IV.	Wesleyan School (girls)	Landour	1852	Protestant	Female Education Society in London	—	4	—	23	4	23
V.	Convent School	Mussoorie	—	Roman Catholic	Bishop of Agra	—	—	—	—	—	No Returns.
VI.	Protestant School (Boys)	Nynee Tal	1862	Christian	Committee	—	—	—	11	—	11
VII.	Protestant School (Girls)	Ditto	—	Ditto	Ditto	—	2	—	27	—	Returns not
VIII.	St. Peter's College	Agra	1846	Roman Catholic	Bishop of Agra	10	—	50	—	10	50
IX.	Queen's Protestant Girls' School	Ditto	1864	Protestant	A Committee	—	2	—	20	2	20
X.	Convent Boarding School	Ditto	1857	Roman Catholic	Bishop of Agra	—	3	—	—	3	15
XI.	High School (Boys)	Allahabad	1861	Christian	A Committee	103	—	—	—	103	—
XII.	High School (Girls)	Ditto	—	Ditto	Ditto	10	36	—	22	46	22
XIII.	Academy	Roorkee	1859	Protestant	The Proprietor	16	—	14	—	30	14
XIV.	The Convent	Allahabad	1846	Roman Catholic	Bishop of Patna	—	—	—	—	—	No Returns.
	Lower.										
XV.	Fort School	Ditto	—	Protestant	Ordnance Officer	17	—	—	—	17	—
XVI.	Railway Station School	Ditto	—	Ditto	Railway Officer	—	—	—	—	—	No Returns.
XVII.	City Station School	Ditto	1861	Ditto	Chaplain	40	16	—	—	56	—
XVIII.	Ordnance Department School	Cawnpore	1871	Ditto	Ordnance Officer	11	3	—	—	14	—
XIX.	St. Patrick's Orphanage	Agra	1846	Roman Catholic	Bishop of Agra	—	—	—	149	—	149
XX.	St. Paul's School	Ditto	—	Ditto	Ditto	5	—	130	—	5	130
XXI.	Day School	Gorrucknl	—	Protestant	A Committee	14	10	—	—	24	—
XXII.	St. Pidelis' Asylum	Mussoorie	—	Roman Catholic	Ditto	—	—	49	—	—	49

1.—† This only represents the balance in the hands of the Anadmeister. The net balance of all over school dues received would be about Rs. 8,000 at the end of 1871.

* Rs. 83,000 is the endowment to 31 per cent. Government Security, 1858-59. Interest on this, in the kindergarten fees reserved by the Diocesan Board of Education to pay teachers' pay being applied to payment of money lent by the Board in former years, I have included it in

Rs. 2,000 is not included in the Government Grant. Rs. 2,000 is for the Normal School Branch.

† Includes payments by the Headmaster for his wife's board and additional master for the children; also sundry small expenses by masters for wine, beer, &c.—Local Fund school pedestals; also payments of Rs. 100 to three boys staying during the holidays.

* Includes Rs. 8,124 expended on new buildings. As an exceptional expenditure I have not included it in abstract or branches. Educational expenses, i. e., salaries of masters only amount to Rs. 13,000.

* Rs. 300 per mensem for 6 months. He was included in abstract as boarding. Rs. 300 per mensem less per mensem.

* Calculated on a school year of 8 months. The rise of this factor makes the monthly expenditure useless for purposes of comparison.

† Under boarding is included not only the cost of boarding the boys during the holidays, but also the salaries and their wives, and some of the latter during 4 months' holidays. The total number during the 4 months who have made from the school kitchen is about 30; in the holidays the number varies from 3 to 16. The av. cost of boarding a boy for the 4 months may be put down at about Rs. 175.

PROVINCES.

Annual Receipts.						Annual Expenditure.					Moneys Received without current liability to account.	Monthly expenditure on Salaries for Year.				Remarks.
Schools.	Collected at Head Quarters.	Apportioned Grant.	Fees of the Boarding.	Private sources	Total.	On schoolhouses.	On Apparatus per Grant.	On furniture.	On boarding per Grant.	Total.	Day Scholars.	Boarders.	Establishment.	Rent.	Cooking.	Miscellaneous.	Total.	
1	£ 2,000	£ 2,000	...	80,455	£ 2,110	84,565	21,505	500	18,813	232	£ 40,050	£ 52	£ 62	£	£	£	£	1 of page 100 & 217
2	1,000	1,240	...	10,136	...	12,416	6,000	100	10,000	316	22,000	...	30	6	11	...	4	21 11 ,, 103 & ,,
3	...	...	...	9,641	...	9,641	5,000	144	12,450	161	22,755	...	30	4	10	...	7	21 12 ,, 105 & 218
4	1,215	...	1,000	9,285	...	11,500	7,405	133	3,000	146	11,684	...	...	Details do not tally with total.				13 IV ,, 107 & ,,
5	...	...	...	...	...	...	...	...	...	...	...	...	...					V ,, 108 & ,,
6	...	...	2,700	14,294	1,000	18,744	5,100	30	13,617	135	18,882	5	30	No details.				VI ,, 109 & 218
supplied.												4	30					
7	...	...	3,000	9,000	500	17,317	5,500	30	3,000	1 170	11,500	4	30	5	7	...	3	15 VII ,, 109 & ,,
8	1,500	10	3,000	6,764	168	10,932	4,000	122	7,100	194	13,316	5	30	5	10	...	5	15 VIII ,, 109 & ,,
9	...	...	...	3,000	...	1,800	7,750	50	7,500	170	10,250	12	77	No details.				X ,, 110 & ,,
10	...	...	8,000	6,113	...	12,213	12,113	113	250	...	12,363	8	55	Private arrangements.				XI ,, 110 & ,,
11	...	...	8,000	7,710	...	11,995	3,000	113	1,462	70	10,685	5	10	1	3	...	1	6 XII ,, 127 & ,,
12	...	...	...	3,400	...	3,400	No details.				3,400	4	30	No details.				XIII ,, 128 & ,,
13																		XIV ,, 127 & ,,
14	...	...	900	423	...	1,323	1,323	72	...	...	1,395	1	...	...	...	...	...	... XV ,, 111 & ,,
15																		XVI ,, 130 & ,,
16	600	...	1,200	...	2,581	3,781	2,851	81	...	...	3,932	Poss.		...	...	...	...	... XVII ,, ,,
17	...	...	400	480	...	880	800	40	...	...	840	4	...	...	...	...	...	... XVIII ,, ,,
18	...	...	1,000	1,200	1 8,916	11,116	2,000	50	4,234	50	11,334	3	10	5	3	5	9	22 XIX ,, ,,
19	...	...	4,450	2,000	1 8,139	14,589	4,000	50	11,500	85	15,635	4	10	1	4	7	...	7 XX ,, ,,
20	1,014	...	800	170	1 957	1,971	1,320	42	...	...	1,395	1	...	...	...	...	...	... XXI ,, ,,
21	...	...	2,000	1,667	920	7,466	1,152	34	5,812	144	6,642	...	10	1	3	6	9	32 XXII ,, ,,

II.—† As at Missanelle School, where average diet rate was shown by taking 9 months as a factor. If this were adopted, the rate would stand at Rs. 19 instead of Rs. 11.

VIII.—† The total of boarding details should be Rs. 14 per mensem. Rs. 170 is given as the yearly total of a boarder, but the details above only aggregate Rs. 9,792. There is thus an unexplained difference of Rs. 2,400.

X.—The Convent, as a private establishment, declined to give details.

XIX & XX.—† & ‡ This is the annual local money produce, those is a direct grant. The rate shown as from private sources is really the deficit which the Mission Funds supply.

XXI.—† Owing to a large grant of Rs. 600 for 3 years from Diocesan Board of Education commencing from December 1885.

‡ The total expenditure and receipts and private sources would be each Rs. 50 more per month, but the further omitted part of her salary for other work.

XXII.—† Under the educational head is apparently shown maintenance of religion only. No details were furnished nor of boarding, but a total of Rs. 676 was entered. This I have questioned, but I cannot think the boarding of these children amounts to Rs. 11 per month.

MUSSOORIE SCHOOL.

I.

Early History.

136. About 1835, a private school was opened at Mussoorie by the late Mr. Mackinnon. On his taking up other work, the then Chaplain of Mussoorie wrote home to his brother to come and occupy the vacant ground. William Arnold, of the Bengal Army, then on leave at Mussoorie, took the boys in hand for a time, but the Mussoorie School was raised to its present position by the late Revd. Mr. Maddock, who there labored, and with much success, for 17 years. It was purchased by the Diocesan Board for Rs. 1,20,000, one-fourth of which was given by the public, one-fourth by the Board, and half by Government as an equivalent to the above. With Rs. 20,000 of this purchase-money, Mr. Maddock established scholarships of the respective value of Rs. 250, 150, and 100, to be annually competed for in the 1st, 2nd, and 3rd Classes respectively. The trusteeship of these exhibitions is in the hands of the Bishop and Archdeacon.

Finance.

137. The school continues to attract the same class of boys as resorted to it in the time of Mr. Maddock. It is believed that that gentleman expressed a wish that the usual terms and fees should be maintained. Although they are higher than that of any other school in India, there has been no diminution in the numbers, and the school, though conducted in rather an expensive way, brings in a yearly profit. I am unable to give any definite information on this point, except for the one year for which returns have been sent me, as the accounts are furnished quarterly to the Diocesan Board in Calcutta, and no authenticated copies are kept. I have added notes explanatory of the figures in the table. They have been supplied by the Revd. Mr. Stokes, and may be relied on. The table itself I have compiled from his figures. The diet expenditure is very heavy, but is partly accounted for by the masters and their wives being fed from the school kitchen, not only during term time, but in the holidays; and the educational return is also high. Mr. Stokes thinks each boy costs Rs. 300 for the latter, and Rs. 170 for the former, but the aggregate of this would not represent the total expenditure. Excluding the expenditure on new buildings, the incidence in 1871 falls at Rs. 300 and 220; in the former case, the factor is 85, in the latter 80. This is probably an unusually heavy account. As Mr. Stokes says, "the holidays are a very disturbing factor." It may be held that the boys' education costs Rs. 25 and their boarding 20. But this latter is for nine months only. The boys pay Rs. 500 for fees and 50 for medical attendance, books, &c. Two brothers pay Rs. 400 each; and yet it is considered that the school clears about Rs. 5,000 a year, and this amount is now annually expended on new buildings.

The Government.

138. The Governors of the School are the Members of the Diocesan Board. There are no ex-officio members and no local Boards or Governors at Mussoorie. In fact, the Head-master is in the position of a Head-master of a private school, with this exception that he has no personal financial responsibility. In case of disaster the Diocesan Board would have to meet all calls. The Diocesan Board require quarterly accounts, and the Head-master either furnishes a personal explanation, or sends in a brief report at the end of the year. No copy of such report was available for my inspection. I understood Mr. Stokes to say that he kept no copies.

Administration.

139. No office establishment is allowed, and as no reports or returns are furnished to Government, the Head-master has only to satisfy the Diocesan Board. This will probably not be considered altogether satisfactory. I believe Mr. Stokes could show in the clearest way his whole expenditure, and that his accounts are as full and complete as those of any private school would be; but this is not a private school. Mr. Stokes was altogether unaware that Government in any way had an interest in the school. This is perhaps natural, as no Government assistance

is now asked or given; and on this account Mr. Stokes declined to furnish the Director of Public Instruction, North-West Provinces, with the statistics I asked for, and in the same way personally refused to give me any other information about the school than what he would afford to any casual visitor. And it was not till he was advised by a telegram from the Secretary to the Diocesan Board that I was able to learn any particulars about the school. I believe Mr. Stokes thought he was right in thus acting. He knew no other authority than that of the Diocesan Board in Calcutta. The Revd. Mr. Stokes has furnished me at great trouble with such statistics as he could work up; but the system seems faulty.

The following statement, showing the present staff and their antecedents, has been furnished me by Mr. Stokes:—

Mussoorie School.

Master's Name.	Designation.	Salary.	University qualifications, or others.	Previous occupation.
		Rs.		
Revd. A. Stokes ...	Head master ...	550 a month.	M. A., Cambridge, Senior Optime, 2nd Class Classics, Scholar of College.	Classical and Mathematical Lecturer of Trinity Hall, Cambridge.
Revd. T. A. Rambart ...	Second do. ...	200 "	——	English Master, Dorston College.
Revd. L. F. Phillips ...	Assistant do. ...	150 "	B. A., Cambridge, 3rd Class Classics, Scholar of College.	Master at Helmuth College, London, Canada.
H. F. Allen	Ditto do. ...	130 "	——	Engaged in private tuition in England.
F. C. Schurr ...	Ditto do. ...	150 "	——	Ditto do.
C. Lockington ...	Ditto do. ...	130 "	——	Cathedral School, Ely; S. P. G. Mission School, Cawnpore.

The staff of domestics in this school is decidedly large. The whole establishment is on an unnecessary expensive footing. There are six masters to 85 boys, and the staff of servants costs Rs. 363 per mensem. The serjeant and matron would add Rs. 160 more. In St. George's School, Mussoorie, the rate is Rs. 243, and at Simla Rs. 320 per mensem. The cost of domestic servants may be due to the fact that all the masters have the use of school servants.

Results.

140. The same idea, that this is of the nature of a private school, will probably account for the two rules I find printed in the prospectus regarding pupils. No boarders are admitted above 14 years of age, and no pupils are allowed to remain as day-boarders or day-scholars above 10 years of age, without the special sanction of the Head-master. It will be noticed that there are but five day-scholars. Indeed, I may say there is a strong prejudice against receiving day-boys at all. It is not an uncommon aversion of school-masters. It was only by strong pressure on the part of the Supreme Government that the practice of receiving day-scholars was introduced at Simla. There, the distance to travel and the class that were likely to avail themselves of the advantage were obstacles. Here, the children would chiefly be of a better class, there being few large offices in the place, and the position of the school is convenient for all the residents of Mussoorie, though distant from Landour, so that if encouraged, a large number of boys would no doubt attend. The following statement showing the parentage of the boys has been supplied me by the Revd. Mr. Stokes:—

Public Works Department.	Police.	Post Office.	Assistant Commissioners.	Other Government employ (including Appointment's Office).	Survey Department.	Apothecaries.	Planters.	Contractors.	Merchants.	Hotel Proprietors.	Surgeons.	Veterinary Surgeons.	Bank Managers.	Principal of College.	Military Officers.	Non-Commissioned Officers.	Female Officials.	Total.
14	4	3	2	9	3	2	2	2	2	1	3	1	2	1	4	1	3	59

141. The property acquired from the late Mr. Maddock consisted of the estate and school-houses. with the good will. Those houses were not new when purchased by Mr. Maddock and are now found to be old and no longer serviceable. The Revd. Mr. Stokes has consequently been allowed to rebuild as money was available and as necessity required. He has been able to obtain plans and estimates from personal friends, and has now completed a new Head-master's house and a boarding house. These both seem very good and suitable, and the studies allotted to the elder boys are much appreciated. But the system under which they are being built is not defensible. It is Mr. Stokes' intention, I believe, to rebuild all the school buildings, to erect a separate school for young boys, and a chapel on the estate. If this is carried out, the profits of the school will be absorbed for many years to come.

Accommodation.

142. The situation of the Mussoorie School is excellent. On a spur at the point where the Mussoorie Mall meets the road to the plains, the school-houses stand open to whatever wind blows, and yet the situation is by no means unduly exposed. With all its advantages, I was surprised to learn that the health of the boys had not been as good as could have been expected. Diptheria ran through the school in 1870: one boy died. I have, however, no returns to bear out this impression. It is quite possible that greater care in small sanitary matters might produce improved results.

Sanitary.

143. As a private school under its present management, this school has always stood well. The lists published at the end of 1871 show three boys as having passed the final Roorkee Examination in 1871;

In the 4th place with high certificate;
In the 5th ditto ditto.
In the 10th ditto ditto.

Educational.

Two passed the Entrance in November 1870,—1st place, 2nd place. At the Calcutta University Entrance Examination in December 1870, five boys obtained a 1st class, one a 2nd. Its candidates probably shared the fate of all up-country school aspirants at the Entrance Examination of 1871. When the Revd. Mr. Stokes joined in August 1870, he reported that "the proficiency of the higher classes in the first three classes has been high, (*sic*); that of those in the other classes fair, but that the boys when they first come to school know nothing, and consequently the lower part of the school is too crowded, while the higher class consist of few boys." Mr. Stokes has divided the school into two departments, classical and mathematical, and "a boy's place is determined in each according to his merits in that department." This is stated to have worked well. The following return has been made up from the published school list sent to the parents of the boys at the end of 1871. The first abstract refers to the classical, the second to the mathematical:—

CLASSICAL.						MATHEMATICAL.					
Form.	Number of boys.	Full marks.	Average marks obtained.	Average time in each form.		Class.	Number of boys.	Full marks.	Average marks obtained.	Average time in each form.	
				Years.	Months.					Years.	Months.
Form VI	6	2,800	1,660	1	4	I Section 1	1	2,200	1,615	2	0
,, V	7	2,800	1,737	1	3½	I ,, 2	1	2,200	1,000	1	0
,, IV	17	3,200	1,678	1	6	II ,, 1	8	2,000	1,072	1	9
,, III	15	3,000	1,539	1	6	II ,, 2	7	1,800	1,075	1	10
,, II	22	2,700	1,372	1	4	III	8	1,600	702	1	1½
,, I	18	1,900	1,175	2	0	IV	20	1,200	625	1	6
						V	19	800	443	1	2
						VI	18	800	357	1	10

In the Classical School Form VI is the highest;—in the Mathematical Class I.

There is one point to be noticed about this school, and that is that the examinations are entirely held by the masters themselves: no outsiders assist, and the Educational Department has no interest of any kind in it.

Institutions.

144. The play grounds are somewhat confined; but cricket and other athletic games flourish, and it is said the fives-court is in constant use. There used, it is said, to be a good deal of dandyism on the part of the elder boys, but this has given place to an interest in manly games. "The general moral tone of the school," Mr. Stokes found, "excellent, both in and out of school hours, and the system established by the Revd. Mr. Hardy, whereby the elder boys are in many respects held responsible for the younger ones, answered very well." There are the usual half holidays, and the last Saturday in the month is also a general holiday. The yearly holidays last three months, so that the time devoted to study is here considerably less than in most other schools. The only exhibitions here held are Mr. Maddock's, though the school is one of those eligible for the Hill Endowment Fund. The Head-master gives prizes for the work done during the holidays, a practice that might be well followed elsewhere.

CAINEVILLE HOUSE, MUSSOORIE.

II.

Early History.

145. The establishment of this school for the daughters of Europeans and Eurasians originated in a suggestion of Miss Hart, the Principal of Woodstock House School, Landour, the success of which had so much increased the demand for education in the hills as to make an additional school for girls desirable. The late Archdeacon Pratt raised Rs. 60,000 "by contributions, grant-in-aid, and rent of the estate during the year 1864, when preparations were being made for commencing the school." He purchased the Caineville estate, and there opened a school on the 1st March 1865. The estate, consisting of about 42 acres with dwelling-houses, was then transferred by deed to the Bishop and Archdeacon of Calcutta as Trustees of the Diocesan Board. "The school was opened on the 15th February 1865 under a Principal and Assistant Governess from England.

There are ten nominations established in the school in the appointment of the Board. These are given only upon clear evidence being produced that the girls' parents or guardians cannot without difficulty pay the full charge for her education. Each nomination entitles the girl receiving it, after she has been admitted into the school as a boarder through the Principal in the usual way, to her board and education for Rs. 10 a month less than the current charges of the school. Each holder of a nomination may divide it into two parts and give them to two separate applicants."

Finance.

146. The funds of this school are fairly flourishing. It enjoys a small endowment of Rs. 21,000 in Government securities, the interest of which meets large repairs or the expense of bringing Governesses from England. It has no monthly grant-in-aid. The receipts from fees is sufficient to meet all ordinary expenses. The educational expenditure appears heavy, owing chiefly to the fact that Governesses for extras are included in the list of establishment, and, on the other hand, the fees received for accomplishments would seem to be shown among receipts. This prevents any comparison between the past educational expenses at the Simla and Mussoorie Girls' School. But as the Governors of the Punjab Girls' School have now sanctioned an establishment, which includes Governess for accomplishments, the following table may be formed :—

Punjab Girls' Schools.

	Rs.		Rs.
Head-mistress	200		
1st Teacher, accomplishments	100	rising to	150
2nd Teacher	80	„	100
1st Teacher, general subjects...	100	„	150
2nd Teacher	80	„	100
3rd Teacher	50	„	80
	610		780

Caineville House.

	Rs.
Head-mistress	166
1st Mistress	116
Drawing Mistress	100
Music Mistress	83
4th Mistress	100
	565

That is, the struggling school with a large debit pays high initial salaries and has more teachers, though its pupils number about 50, against the 78 which Caineville House had in April 1872. In the same way the domestic establishment, including matron in both schools, and washing for 60 in the one and 83 in the other, is at Simla Rs. 327, against Mussoorie Rs. 250. And this is not simply due to the former being a more expensive place than the latter. At Simla there are 25 servants, against 21 at the other place. The fees at either place are about the same, Rs. 350, without extras for a year of ten months at Simla, and Rs. 35 a month, also without extras at Mussooric, where the school year consists of nine months only.

The Government.

147. This is one of the two schools managed directly by the Diocesan Board. There is no local Committee or Resident Governors, and the consequence is, the management is that of a private school. I find the following among the rules and regulations of this school in Archdeacon Pratt's account of endowments and institutions of the Diocese and Archdeaconry of Calcutta. No copy of these was shown me at Mussoorie, though I was anxious to learn the rules which regulated the respective duties of the Diocesan Board and Resident Mistress :—

"The Principal and Assistant Governesses of the school are to be members of the Church of England, and the school is to be a Church of England School in every respect; such children only whose parents express a wish to the effect in writing will be exempted from learning the Church catechism. But in all other respects they shall conform to the rules and practices of the school.

"The school is to be open to the regular visits of the Chaplain of the station for catechetical instruction and for preparation of candidates for confirmation and the Lord's Supper.

"The Principal and Assistant Governesses shall be appointed and removed if necessary, and their salaries fixed by the Board.

"There is to be no local Committee and no local Governors. The Principal is to have the entire management of the school, the terms being fixed by the Board. She is to transmit to the Secretary of the Board a monthly balance sheet of the receipts and disbursements of money passing through her hands on account of the school, and the Board will decide on the appropriation of any balance which may not be needed for current expenses. In the event of any emergency, such as the severe sickness or death of the Principal, and immediate advice being needed, the Chaplain of the station may be called into aid, and should communicate at once with the Board."

The administration.

148. That the school has been extremely successful is owing to the happy choice made of a Head mistress. Miss Scanlan has conducted the school from its commencement. The staff she works with has already been enumerated.

Results.

149. The numbers in 1865, or at the commencement, averaged 15. In the following year the average number always present was 32. On the first five years there was the average of 37. In the last report published by the Diocesan Board (January 1872) 57 was given as the then average. At the time of my visit in 1872 (April) as many as 78 were present; and this is nearly as many as could be accommodated. The following statement of the parentage of the children has been given me :—

Fatherless children.	Executive Engineer.	Railway officers.	Missionaries.	Merchants or Traders.	Custom Department.	Connected with the Press.	Deputy Commissioners.	Assistant Commissioners.	Contractors.	Officers.	Surgeons.	Indigo Planters.	Barristers.	Public Works Department.	Deputy Collectors.	Pleaders.	Government Post Office, Calcutta.	Horse Trainer.	Accountant.
18	7	3	2	1	3	3	2	1	2	6	1	2	2	3	1	1	1	1	1

The children come from 50 families.

Accommodation.

150 The following account of the school buildings is taken from the Diocesan Board's Report for 1870 :—

"When I purchased the property in 1863, it consisted of an original bungalow, built, I believe, more that 40 years ago, with cutcha walls and thatched roof, and also a pucka building

built subsequently in contact with the other at right angles to it at one end, with a flat pucka roof which was so much cracked by the frost that a thatch over it was necessary. These two houses the school occupied in 1865 in its first year. In the cold season of 1865-66, a third pucka building, with thatched roof, was erected on the west, forming with the other two three sides of a square, the rock rising up on the fourth. The expense of these works was met from money collected to found the school. During the cold season 1867-68 and 1868-69 the east building has been raised one storey, the middle (the original) bungalow has been re-built pucka, and both of them surmounted with corrugated iron roofs. I was fortunate in getting the Public Works Department to undertake this work, as no reliable agent could be found to do it. It is designed also to cover the west wing with corrugated iron, and this is now going on.

"The estimates sanctioned were as follows :—

	Rs.
For raising the east wing a storey and covering it with corrugated iron...	6,015
For re-building the middle house and covering it with corrugated iron...	8,056
For covering the west wing with iron	2,937
TOTAL ...	17,008

"The money to meet this expense I procured as follows :—

	Rs.
Interest of Endowment Fund	764
Government grant-in-aid asked for by me in 1867, equal to the tuition fees up to that date, at Rs. 10 a month each child	9,320
Government grant-in-aid applied for in 1868, equal to the further tuition fees up to that date	3,998
Government grant-in-aid sent to me in 1869 by Government unasked	3,998
TOTAL ...	18,080

"The east wing and middle house are completed; and the west wing is now being done. The estimates above given will be somewhat exceeded by about 10 per cent., I believe. What is wanted can be met out of the interest of the Endowment Fund. When the work is completed, the school buildings will be all that can be desired."

151. About 50 hours during the week are given to instruction in English :— Educational.

15 to accomplishments, *i. e.*, 4 to French,
10 to drawing and painting,
1 to dancing.

64 to music. Two ladies are always engaged in this.

126

So that each mistress is occupied 26 hours a week. The same class does not always fall to the same mistress, but there is a regular system of rotation The following statement of the distribution of the classes was given me :—

6	Girls in	I Class.
12	„	II „
12	„	III „
15	„	IV „
12	„	V „
13	„	VI „
70		

Eight were probably not placed as new arrivals.

ST. GEORGE'S COLLEGE.

III.

152. St. George's College, Mussoorie, stands about half way between the foot of the hills and Landour. It is reached in about an hour from Rajpore. The estate is extensive and well placed, being secluded and yet within easy reach of all supplies.

It is not very easy to ascertain the actual financial position of this school. The returns sent me are for the last six months and are not in detail. The returns of the last two years are said to be unreliable, so that the figures contained in my table are made up from notes taken at the time, verified by the six months' total now sent.

In 1870, calculations, I was told, were made, and the cost per head was found to be about Rs. 27 per mensem. There are five paid Teachers, one Moonshee, and one Pupil Teacher. There are also six brothers whose services are divided between the college and the orphanage. The paid staff is as follows :—

	Rs.	
1st Master draws	200	+ board, lodging, and servants.
1st Mathematical master ...	200	„ „ „
Drawing master	40	„ „ „
A second ordinary	40	„ „ „
A third	30	„ „ „
Moonshee	20	„ „ „
Pupil teacher	5	+ clothing Rs. 5, food Rs. 10=20.
	556	

To this may be added as educational charges—

	Rs.
Board, &c., of above masters, Rs. 20 per head	100
Rent, certainly a low estimate	100
Contingencies	50
Books bought by college and remaining college property ...	50
Prizes, about	15
	865

The domestic establishment is said to consist of 29 persons, including 8 wood-cutters, and costs, with Rs. 40 for washing (by contract at as. 8 a boy and as. 12 a master), Rs. 250 per mensem.

This establishment compares very favorably with the Mussoorie School and Bishop Cotton's at Simla. The fees collected in the last six months are said to amount to Rs. 9,641, or an average of Rs. 23 per boy monthly. There were present 26 Protestants, 40 Catholics, all payers, and 3 of the latter faith on the foundation. Reductions (Rs. 6 per head) are made for more than one of a family, and it is possible that the circumstances of the parent being known, a general reduction on the fees would be made, rather than that a boy should go elsewhere. Application was made some years since for a grant-in-aid, but refused, so that the college is altogether unconnected with Government.

The class hours are five daily, and two more are spent in study. The hours are 9 A. M. to 12 and 2 to 4 P. M. Drawing classes on Wednesday and Saturday afternoons from 2 to 4 P. M. These are otherwise half holidays. The holidays last over the months of December and January, and four days are allowed at Easter. There are no other holidays besides the last Saturday in the month and the Queen's birthday. I extract the course of studies from the published calendar of this college for 1870 :—

Class.	English Literature.	Latin.	History.	Geography.	Mathematics.	Astronomy or Natural Philosophy.	Urdu.
1st Class.	Calcutta University Entrance Course. Essays. Latham's English Grammar.	Sallust, Cataline's Conspiracy. Horace's Odes' Book III. Henry's Lati Exercises.	Murray's History of India. Landmarks of Ancient History.	General and Physical.	Plane Trigonometry, Euclid, Algebra, Arithmetic.	Chamber's Astronomy.	Bagh-o-Babar.
2nd Class.	Fredet's Ancient and Modern History. Lennie's Grammar. Writing. Essays.	Cæsar, Book I Henry's Latin Exercises. Latin Grammar.	History of Rome. History of England. Sacred History.	General Geography of the World.	Euclid, Algebra, Arithmetic.	Mechanics. Hydrostatics. Pneumatics.	Tawarikh-i-Alam.

Class.	English Literature.	Latin.	History.	Geography.	Mathematics.	Astronomy or Natural Philosophy.	Urdu.
3rd Class.	Christian Brother's Reader No. 4. Lennie's Grammar. Writing. Essays.	Delectus and Latin Grammar.	History of Greece. Sacred History.	Europe, Asia, Africa, and the British Isles.	Euclid, Algebra, Arithmetic.	.....	Tawarikh-i-Alam.
4th Class.	Christian Brother's. Reader No. 3. Lennie's Grammar. Writing.	Latin Grammar.	Sacred History.	Europe, Asia.	Arithmetic.	.....	Primer.
5th Class.	Christian Brother's Reader No. 2. Elementary Grammar. Writing.	Latin Grammar.	Sacred.	Europe	Arithmetic.	. ..	Primer.
6th Class.	Reading, Spelling, Writing, Dictation.	....	.	Europe.	Arithmetic.	.....	.. ..
Infant Class.	Reading, Spelling, Writing.	.	.. .	. .	Notation and Numeration.		

The college publishes the result of the annual examinations, and that for 1871 is before me. But little use can, however, here be made of it, as in the upper two classes only are the maximum marks obtainable, and the marks actually given put in juxtaposition. In the other classes the position of the boy in each subject is marked. This would be more easily understood by, and be more acceptable to, the majority of parents than any other return, but it is not very useful for purposes of comparison.

WOODSTOCK SCHOOL.

IV.

153. Woodstock School was founded and maintained under the auspices of the London Society for promoting female education in the East.

Woodstock School.

"This institution, originally known as "The Protestant Girls' School," was established for the purpose of affording 'a sound education, both secular and religious,' to the daughters of Europeans residing in India.

"The terms for board, tuition, &c., were drawn up on the lowest possible scale consistent with the well-being of the pupils, and the maintenance of an efficient establishment.

"It was never intended that the school should prove a remunerative speculation in a pecuniary point of view, but it was hoped that, when fairly started, it would be self-supporting.

"After fifteen years' experience it was found that this was not the case. The cost to the Society during that period has been about Rs. 20,000, in addition to a sum of nearly Rs. 6,000 collected in this country. The chief cause of this extra expenditure has been the great cost of keeping up the necessary staff of first-class English Governesses, and the high rate of house-rent that of late years had to be paid for the premises.

"During the summer of 1867 the Society appealed to some of the old friends of the school in this country for assistance. The drain upon their resources for this particular school had been such as to cripple their operations elsewhere, and they, not unreasonably, thought that their friends here, at whose solicitation and for whose benefit they had undertaken this work, should again come to their aid. After some correspondence with the London Committee, and mature consideration of the whole subject, it was thought that the best form in which assistance could be given in this country would be by making an effort to buy the premises so long occupied by the school, thus relieving the funds of the Society from the exhausting yearly drain of Rs. 1,700 for house-rent, and enabling them to effect such improvements as would further conduce to the permanency and efficiency of the institution.

"Funds necessary to effect the purchase were offered by friends of the school, to be repaid within three years.

"The premises were secured for the sum of Rs. 16,000, and the property vested in a Board of Trustees, to be managed by them for the Society."

But the effort has ended disastrously, and the school no longer exists. I am somewhat in the dark as to the particulars, as the mistress went to England closing the school, and there was no responsible person in this country who could be applied to. The Trustees were concerned for the building only. This, it is believed, has been sold to an American Society interested in education. Doubtless the North-West Education Department have cared for the Government interests, as the State gave, under the usual conditions, as much as Rs. 13,000 to the purchase of the building. For many years this was a very flourishing school, but of late it has been mismanaged. The head-mistress was the sole authority, and she was subordinate only to the Society in England. Had there been a district Education Committee, measures could probably have been taken to prevent the closing of the institution.

THE CONVENT.

V.

154. I visited the Convent at Mussoorie, but was unable to procure any returns, as the Lady Superintendent was averse to give them and the Bishop was unable to press her, as he said her school was a private establishment. The school stands in a most advantageous site, which was procured in the early days of the Mussoorie settlement. But though excellent for nine months in the year, it is found too exposed in winter, and from November to the middle of March, the teachers and such of the girls as remain in the holidays go down to Dehra to a house the Mission owns there. The education given at the Convent is widely known and much esteemed. Even now that Protestant Female Schools are springing up in the hills, girls of good connections are sent to this school to be brought up by Roman Catholic ladies. This is not always due to the fact that elder sisters or mothers were themselves brought up there. I was surprised to find Scotchmen in receipt of good pay sending their girls here.

NYNEE TAL DIOCESAN SCHOOLS.

VI. VII.

155. The Director of Public Instruction, North-Western Provinces, has not been able to furnish me with any returns for this school. The following quotation from the Diocesan Board Report (1872) gives a clear account of them:—

"The schools owe their origin to Dr. Condon, the Civil Surgeon of Nynee Tal, in the year 1869, and other gentlemen, most of them, still members of the committee. It was felt that, though there were several schools in other hill stations suitable for the children of comparatively rich parents, there was no school adapted to the means of the comparatively poor. They determined, therefore, upon commencing such a school, and to secure for parents of small income a really good education for their children, in a good hill climate, for a very moderate sum; the public readily met their appeal for help, and in July 1869 a mixed school was commenced under the charge of Miss Bradbury. In 1871 a division took place, and there are now two schools, one for boys and another for girls, under excellent teachers. The average number of pupils during the year has been 70, and in the case of the boys' school, the committee have been obliged to reject applications for want of space; enlarged accommodation is now being provided. There has been no serious case of sickness in either school, and they hope this results as well as from the care bestowed upon the children as from the healthiness of the climate.

"The reports of the Director of Public Instruction and of Mr. Reid, who formerly held that office, are very excellent. The school fees are quite inadequate to maintain the schools efficiently. The liberal aid of the public is, therefore, still needed; the schools are fully realising the hopes of their founders and deserve encouragement in every way. Further information will be found at the end of this report."

A vigorous attempt has lately been made to purchase the house where the school is held, and thus free it from the heavy burden of house-rent. Even when that is accomplished, it will be necessary to keep down expenditure, as

the fees are intentionally moderate, and in such a case, in a hill station, it will otherwise be extremely difficult to make both ends meet.

Forty-five boys and 35 girls have been received in the present year.

The subjects taught are as follows :—

Scripture History, English History, Grammar, Geography, Arithmetic, Reading, Dictation, Composition, Mental Arithmetic, Euclid and Algebra, Vocal Part Music, Drill and Gymnastics.

Girls' Schools—Music and Piano-forte.

And the fees paid—

	Fees for Boarders.			
For one child	... ...	Rs.	20	per mensem.
For two of one family	... ...	„	35	„
	For Day Scholars.			
For one child	... ...	Rs.	5	per mensem.
For two of one family	... ...	„	9	„

* ROMAN CATHOLIC INSTITUTIONS, AGRA. VIII, X, XIX, & XX.

156. While the Agra Convent draws no grant-in-aid, St. Peter's College is in receipt of Rs. 250 per mensem. Both the orphanages would seem to be indirectly aided only, *i. e.*, they receive Rs. 10 a head for each fatherless military child, and the subsistence allowance of Rs. 2-8-0 for those with living fathers. And this is the only distinction the Roman Catholic authorities make. The Controller of Military Accounts informs me that Rs. 1,130 were due to the orphanages in December 1871 for fatherless children, and Rs. 207-8-0 for those with living parents. The total for the year at this rate would be Rs. 16,080. The returns from the college show Rs. 14,654; the number necessarily varies.

In that month, December 1871, there were apparently 57 entire orphans, 75 fatherless, 77 motherless; 19 of the entire orphans were not in receipt of Government allowances. And there must be nearly 100 civil children maintained at an almost nominal charge. They are supposed to pay Rs. 10 as boarders and Rs. 5 as day scholars, but the average fee received would seem to amount to Rs. 3 per mensem on the whole.

The Convent of Jesus and Mary and St. Peter's College are high class schools, where Roman Catholic and Protestant children of the same class that attend Bishop Cotton's School go. The college was affiliated to the Calcutta University in 1870.

The girls' orphanage (St. Patrick's School) is directed by the Nuns of Jesus and Mary. "The course of education embraces religious instruction in the English language, with exercises in composition, arithmetic, history—sacred and profane—geography, fancy and plain needle-work." St. Paul's School (the boys' orphanage) is annexed to St. Peter's College. The course of education comprises a regular training preparatory to the college course for the Calcutta University and the Thomason College at Roorkee. In 1871, four boys were sent up to the 2nd Department, Roorkee, six joined the Railways, six the Subordinate Medical Department, and three enlisted; and nine girls married civilians and non-commissioned officers.

All the buildings lie more or less together. They are spacious and convenient, but the children are somewhat crowded. In school the boys are all taught together, but the girls are at lessons, as in their rooms and play time, kept quite separate. One hundred and thirty-seven children sleep in one long room, 60 occupy the nursery; although the rooms are large and capacious, these numbers are too great.

The regular vacations allowed in the high class schools are as follows :— Eight days at Easter, one month at Christmas, but no reduction of fees is made

* These institutions are of considerable antiquity, dating from the time of Akbar. Akbar and Jehangeer treated the Reverend Fathers with much favour.

CANNING PROTESTANT GIRLS' SCHOOL.

IX.

157. This school was established in 1864 by the exertion of a few ladies in Agra. Sufficient money was collected to purchase a house (Government gave an equivalent of Rs. 2,750, or half the cost,) and leave a small sum for the endowment.

Finance.

Rupees 280 yearly is derived from the interest of this endowment, the whole of which does not seem to have been drawn in the year for which we have returns. The fees seem to bring in about Rs. 6,500 yearly, while the Government grant was as much as Rs. 5,400 in 1871. It was then found that a due observance of the limitations of the grant-in-aid, *viz.*, a Government equivalent to receipts from all sources so long as half the educational expenditure was not exceeded, would reduce the grant to Rs. 3,780. As the income was thus lowered from Rs. 450 monthly to Rs 315, a proportionate reduction in the establishment had to be made. The following is, I believe, the present educational establishment:—

	Rs.
Superintendent	175
1st Teacher	90
2nd (music, &c.) Teacher	65
Assistant Teacher	20
Matron	40
Board of Teachers	180
Prizes, books, and servants, &c.	60
TOTAL ...	630

One item struck me as unusual—Rs. 100 per mensem to a Native Doctor. Schools might, as in Madras, be in the Civil Surgeon's charge.

For some years, and while Agra had still some pretentions to be a metropolis, the school was well supervised and carefully watched. For the last two or three years it has gone on its own way. The Honorary Secretary has, when necessary, estimated the incomings and outgoings, and cut down the establishment. But the regulations for weekly visitations, the meetings of the committee, &c.., are things of the past. None seem to have been held since June 1867.

The accommodation at the school house is excellent, and there is room for more children than are now present. The small number will account for the high rate of expenditure. Four teachers seem too many; but while they could teach a large number of girls, the numerous subjects which girls wish to learn necessitate the employment of various persons. The average cost falls at the rate of Rs. 25 per child monthly, while the fees are Rs. 16 and 20 per mensem, according as the girl is below or above 16 years of age, and the reductions for two or more of a family are considerable. A statement which I have obtained of the aggregate of fees for the last three years gives an average payment by each child of Rs. 15 over the twelve months, leaving Rs. 10 to be met from other sources.

The education given at this school is described as showing "thought and care." The children struck the Bishop of Calcutta as being well grounded. The holidays are ten days at Easter, three weeks in July, and six weeks at Christmas. The only deductions allowed are the fees for the month of January, during the long cold weather vacation, and in cases of sickness.

ALLAHABAD HIGH SCHOOL.

XI.

158. The Allahabad High School was founded in 1863 by the exertions of the Revd. Mr. Cowley. The first committee proceeding bear date April of that year; they have left their mark in the excellent school buildings raised at a cost of Rs. 21,000, and in the scheme of studies which the Diocesan Board

have recommended for general adoption. The present position of the school is most flourishing. The names of 107 boys are on the rolls, of whom the greater are day scholars. The accommodation for boarders is somewhat small, and their arrangements are entirely a private concern of the Head-master. He receives the fees (present average payment is said to be Rs. 22-8-0) and pays tuition fees into the school fund. The only item the school affords them is Rs. 130 for medical attendance.

This school enjoys the services of an influential committee, with the Bishop of Calcutta and the Lieutenant-Governor (North-Western Provinces) as patron and vice-patron.

The education staff consists of the following masters :—

		Rs.	A.	P.		
Head-master in receipt of		416	10	8	per mensem.	(Oxford)
2nd „	„ ...	333	5	4	„	(Oxford.)
3rd „	„ ...	110	0	0	„	
4th „	„ ...	45	0	0	„	
Moonshee	„ ...	25	0	0	„	
Pupil teacher	„ ...	12	0	0	„	
TOTAL	...	942	0	0		

Servants, &c., bring up the educational expenditure to Rs. 1,100 per month. This total slightly exceeds the return. The establishment no doubt varies. The fees from day scholars are Rs. 5 per mensem "charged also during the holidays." Boarders pay Rs. 30 or 35, according as they are under or over 12 years. Up to the present there have not been many boarders, nor does the Head-master much encourage them. They require a great deal of attention and care, and the income they produce hardly repay the trouble and anxiety they give.

The educational expenditure for each boy is somewhat high, Rs. 10 a month, and of this the State pays half.

The routine of studies is as follows :—

"*Languages.*—Latin, English, Urdu.

Mathematics.—Euclid, Algebra, Arithmetic, Mensuration, Trigonometry, Book-keeping.

History.—Greece, Rome, England, India.

Geography.—Ancient and Modern.

English.—Reading, Spelling, Composition, Grammar, Writing.

Divinity.—Scripture History, Bible Lessons, Church Catechism.

VACATIONS.

"One week at Easter, six weeks at Midsummer, and two weeks at Christmas.

"The Hon'ble C. A. Turner, of the High Court, examined all the Latin classes at the examination of 1871. He reports :—'On the whole, I was satisfied that the Latin classes have been well and carefully taught, and I have no doubt that at the next examination all the boys I have mentioned will be found to have made good progress. I think it right to mention that I was struck with the correctness of the spelling in the translations made by the 1st and 2nd Classes. This is a matter of great importance to boys who may have to enter the public service, and it affords me satisfaction to be able to report that it has received the attention of the masters.' The examiner in other subjects reports well of only two of the nine boys professedly reading for the entrance examination. His remarks on the want of knowledge of English deserve attention in many other schools :—'The others are decidedly below par, especially in English literature. I attribute this to the fact that English-speaking youths fancy,—English being their mother tongue,—that an attentive study of the text-book is not necessary. Many of the answers given were from this cause neither full nor to the point; whereas in the University Entrance Examination native students send in, as a rule, much better literature papers than those who speak nothing but English.'"

The 2nd and 3rd classes were commended, but—

"The 4th class is not satisfactory. The lessons seemed to have been learned too much by rote. Any question put in a form different to the book puzzled the boys. In arithmetic only one boy did well.

"The lowest class I took in only one or two subjects—spelling and geography. The little fellows knew the map thoroughly, and could point out almost any place. In conclusion, I would say that the classes below the 2nd are too large, and if the funds of the committee

allow of it, an extra teacher might very well be entertained. I should not forget to add that I was much pleased with the discipline of the school and the general demeanour of the boys."

The classes were of the following strength :—

1st	Class	...	...	...	...	8 boys.
2nd	„	...	...	...	...	11 „
3rd	„	...	...	...	...	30 „
4th	„	...	...	...	...	28 „
5th	„	...	...	...	...	27 „

The education given aims at preparing the best boys for the Entrance Examination of the University, and the rest for the lower standard at Roorkee.

ALLAHABAD HIGH SCHOOL (GIRLS').

XII.

159. For some years the Girls' and Boys' High Schools, Allahabad, were treated together. And it was not till May 1871 that the accounts were separated. The gentlemen's committee are responsible for both schools, but the direct management of the Girls' School is in the hands of a committee of ladies with a gentleman Secretary. The gentlemen's committee decide the amount of the salary to be drawn by the Head-mistress, the teachers, and the matron of the Girls' School, and fix the number and pay of the rest of the establishment. Any increase of salary and any extraordinary expenses also require their sanction. In other respects the entire management of the school rests with the ladies' committee, who have the power to fill up vacancies, subject to the confirmation of the Gentlemen's Committee. The power of dismissal rests with the ladies.

The educational staff employed consists of—

					Rs.
Head-mistress	in receipt of	...	...	...	170
1st Assistant	„	„	...	...	90
2nd	„	„	„	...	...	50
3rd	„	„	„	...	...	...	40
						350

This is not an expensive establishment. Indeed, this school is at present worked most economically, especially when the excessive cost of house-rent is considered; no other school but one professedly for orphans and indigent children is able to show so low a diet rate as a little over Rs. 4 per head. The whole boarding expenses are under Rs. 6 a head. But this rate was not reached at once. The Government grant, which from Rs. 125 per mensem (May 1868), when 20 girls were attending, rose to Rs. 275 (February 1869)—attendance, 47 day scholars, 2 boarders, 5 for music, or 55 in all—is now 375. But in 1871 the Director of Public Instruction drew attention to the fact that the Government grant exceeded half the amount expended on educational objects. And this has caused a looking into small matters, an insistance on fees being paid, which shows the finances in a more favorable light than usual. I am not aware whether the threatened reduction has been carried out. The school authorities have had to pass rules charging the tuitional fee during the holidays, and making a small entrance fee. This is doubtless to guard against the constant removal of children for broken periods. Parents in this country frequently keep their children at home for part of a month to save the fees. This school has suffered much in this way and from the unwillingness of parents to pay the fees regularly. Money has been lost from this irregularity.

The holidays are as follows :—1 week at Easter : 1 week in July : 6 at Christmas; and there are the usual half-holidays and the last Saturday in the month,

when boarders are permitted to go home till the following Monday. The following is the educational scheme:—

FIRST DIVISION (SENIOR).

Monday, Wednesday, and Friday.

10	to	10-45	A. M.	Prayers and Scripture Lessons.
10-45	to	12	„	Reading, Spelling, Grammar and Geography, Collier's British History and Nelson's Reader alternately. Dictation and Composition.
12	to	12-30	„	Writing.
12-30	to	1-30	P. M.	Interval for luncheon.
1-30	to	2-30	„	Arithmetic, Mental and on Slates.
2-30	to	4	„	Plain Needlework and Cutting Out. Music.
Tuesday.				Morning Lessons Do. Do.
2-30	to	4	P. M.	Ornamental Needlework, Knitting, Netting, Crochet and Tatting. Music.
Thursday.				Morning Lessons as on the other days.
2-30	to	4	P. M.	Darning and Mending of Household Apparel. Music.
Saturday.				
10 A. M.	to	12	A. M.	Scripture and General Lessons, Ornamental Needlework, &c., Music.

SECOND DIVISION (JUNIOR).

Morning Lessons similar to those of 1st Division. Senior Class alternate "Little Arthur's History" with Nelson's "Lessons on Common Objects." Dictation.

1-30	to	2-30	P. M.	Arithmetic with the Ball Frame and on Slates.
2-30	to	3-15	„	Object Lessons orally, and revisal of Morning Reading Lessons.
3-15	to	4	„	Needlework as in 1st Division.

Rule.—Parents and Guardians must send a sufficient supply of plain, useful household work to keep their children employed during the time and on the days of the week specially set apart for this. If they prefer it, the time devoted to needlework may all be employed throughout the week in plain work; but fancy work is strictly prohibited on any day except Tuesday and Saturday.

THE ACADEMY, BENARES.

XIII.

The Academy, Benares.

160. This is a small private school, which after 2 years' existence obtained (1872) a grant-in-aid (Rs. 150 per mensem). Fourteen boarders and 16 day scholars are said to have attended throughout 1871; and the amount of their fees is returned as Rs. 5,400 and of expenditure as Rs. 6,400. The fees range from Rs. 26 to 30 for boarders, and from Rs. 6 to 8 for day scholars. No accounts are kept. The only public feature which this school possesses is that its religious and moral training is in the hands of the Chaplain of the station.

ROMAN CATHOLIC INSTITUTIONS AT ALLAHABAD.

XIV.

Roman Catholic Institutions at Allahabad.

161. In the old Gun Powder Building at Papamon, Allahabad, on the banks of the Ganges, the religious ladies of the Institute of the Blessed Virgin have established a school for young ladies (fees Rs. 26 per month), a second boarding school for the benefit of children in limited circumstances, terms Rs. 16 per mensem, in which "for the present" a few military children are received. A day school has also lately been established at Elgin Road at Allahabad which appeared to be largely attended.

SMALL SCHOOLS.

Fort School.

162. The Fort School, Allahabad, is designed for the use of the children of the Ordnance and other employés in the vicinity of the Fort. Half the expenses are met from fees and half by a Government grant. The pay of the master, Rs. 100 per month, is high. In a

similar school in Cawnpore the staff costs but Rs. 15 per mensem. Although similar opportunities cannot always be met with, yet the difference between a salary of Rs. 15 and 100 is very great. The Garrison Chaplain supervises the school.

Railway Station School.

163. An excellent day school is held in the railway lines for the children of their employés. The day I visited it some 40 young children were present. It is unconnected with the Educational Department.

City Mission School.

164. The City Mission School was founded a few years ago in the heart of the city of Allahabad for the lowest class of Eurasian children. As a free school, it is well attended and is doing a great deal of good. The Chaplain of the Civil Line Church supervises the school, and provides from his Offertory the funds without which the Government equivalent could not be given. I visited the school in company with the late Revd. Mr. Fagan, and can, from what I saw, quite understand that the children made a favourable impression on the examiner (December 1871). He writes—"My general impression is that, while a high standard has not been aimed at, the work done has been thoroughly well done; and that the condition of the school is highly creditable to the master, the mistress, and the scripture reader, who has given valuable assistance in the instruction of the junior classes. The children are also well mannered and clean in appearance." The expenses of the school are as below:—

	Rs.	A.	P.	
2 Masters and 1 Mistress	155	0	0	since raised.
House-rent	30	0	0	
Scholarships	22	11	6	
Prizes	13	0	0	
	220	11	6	

The money is well expended.

Ordnance Department School.

165. There is a small Ordnance School at Cawnpore, where an artillery man for a salary of Rs. 15 per mensem teaches the few children that come. The expenses are Rs. 31 per month, which the yearly supplies of books, stationery and contingencies increase to about Rs. 500 per annum. The fees have hitherto met the outlay, but I believe a small grant was this year sanctioned by the Educational Department, North-Western Provinces.

Day School.

166. A small day school was got up at Gazeabad by the American Mission at Delhi. It has now, I believe, passed into the hands of a committee of railway employés.

St. Fidel's Orphanage.

167. St. Fidel's Orphanage is an off-shoot of the Simla Institution, and was brought to Mussoorie somewhat recently. There were some 54 boys present in April 1872, 30 of whom were fatherless. I believe eight of these only were full orphans, 10 motherless, and 14 of other classes. Some of these latter pay between Rs. 10 and Rs. 5 per mensem, and some are altogether free, owing to their having passed the age of 16 years, when Government allowance ceases, or from destitution. In the Military Department Government contribute directly Rs. 3,000 a year, and in 1871 paid a somewhat larger sum indirectly, *i. e.*, Rs. 10 for all fatherless children. Government thus pay more than three-fourths of the expenditure, and the whole surveillance they exercise is by the quarterly visit of the Commanding Officer, Adjutant and Medical Officer from Landour. An inspection return is sent into head-quarter, but, judging from those I have seen, they are not very valuable. The buildings for this orphanage are still in hand, the State, I believe, through the North-West Government, having lately given Rs. 15,000 as an equivalent for money raised. The education afforded is elementary, but if any boys promise well they are sent up into the College Department. The result of the last year's examination is before me; but as the maximum marks obtainable is not shown, it is difficult to judge what degree of proficiency was obtained. Two boys entered the 2nd Department, Roorkee, with scholarships, and one joined the Medical Department. The list shows that the boys in this orphanage are mostly of Irish parentage.

PUNJAB.

Number.	Name of School.	Where located	When founded.	Denomination or creed	Under what management.	NUMBER OF CHILDREN.					
						Day Scholars.		Boarders.		Total.	
						Male.	Female.	Male.	Female.	Day Scholars.	Boarders.
I.	Bishop Cotton's School ...	Simla ..	1863	Christian ..	8 Ex-officio and Local Governors	6	...	94	..	6	94
II.	Punjab Girls' School ..	Ditto	1866	Ditto ...	The Local elected Governors of above	...	1	...	45	1	45
III.	Convent Boarding School ...	Ditto	1862	Roman Catholic ...	Bishop of Agra	...	...	...	24	...	24
IV.	High School, Boys, ...	Lahore	1862	Christian .	A Committee	30	...	1	...	30	1
V.	Ditto Girls, ...	Ditto	1871	Ditto ...	Ditto	...	...	...	No returns for		
VI.	Murree-cum-Pindee School ...	Murree	1866	Protestant ...	Ditto	12	10	6	6	22	12
VII.	Anarkali Girls' School ...	Lahore	1862	Ditto ...	Ditto	...	18	...	...	18	...
VIII.	Christian Girls' School ...	Ditto	1864	Christian ...	Ditto	15	20	...	...	35	...
IX.	St. Francis' Asylum Convent ...	Simla	1862	Roman Catholic ..	Bishop of Agra	...	...	...	80	...	80
X.	Mayo Industrial Girls School ...	Ditto	1870	Protestant ...	A Committee	No accounts for full year.					
XI.	European Day School ...	Delhi	1870	Ditto ...	Ditto	13	11	...	...	24	...

I. ' No equivalent is drawn for this, as Government subscribed an equal sum to that raised by with the number now present, the school would appear to be entitled to a great deal more.

II. ' The same rule prevails, and, with half the number of children, a sum not very much smaller

III. ' In both the Simla Roman Catholic Schools the expenses seem very high, but I am given to

IV. ' A grant from the Lahore Municipality.

The free Day School, lately established at Lahore, is not returned, nor have I entered the

JAB.

Annual Receipts.						Annual Expenditure.					Monthly Maximum payment, exclusive of accomplishments.		Monthly Expenditure on Boarding per head.					Remarks.	
Balance.	Interest of endowment.	Government grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head.	On boarding.	On boarding per head.	Total.	Day Scholars.	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
...	[1] 5,358	[2] 4,461	28,939	...	38,758	17,745	177	19,303	205	37,048	10	30	4	11	...	3	18	I. At page	118 & 119
...	...	[1] 3,674	14,990	...	18,664	4,657	101	11,270	245	15,927	10	30	6	12	...	2	20	II. „	... 127, & 129
...	...	...	7,168	...	7,168	3,090	129	7,132	297	[1] 10,222	...	25	5	13	...	6	24	III. „	... 130 & „
...	1,000	2,220	1,518	[1] 210	4,948	4,200	135	...	...	4,200	10	30	...	...	...	...		IV. „	... 130 & „
complete year.																		V. „	.. 132 & „
528	...	3,000	3,268	...	6,796	6,459	189	...	...	6,459	12	40	...	Private arrangement.				VI. „	... 132 & „
...	...	840	712	271	1,823	1,662	92	...	...	1,662	4	...	...	No Boarders.				VII. „	.. 133 & „
...	...	1,080	330	1,350	2,760	2,180	62	...	...	2,180	2	16	...	No Boarders at present.				VIII. „	... 133 & „
...	...	3,000	6,569	620	10,189	4,400	55	10,602	132	15,002	...	10	2	6	2	1	11	IX. „	... 109 & „
...	..	..	...	...	...	...	...	...	...	..	...	..	...	..	..	..	..	X. „	... 135 & „
25	...	...	189	722	936	894	37	...	...	894	3	...	..	As Boarders.				XI. „	... „

[1] private subscriptions. [2] This grant is supposed to be calculated at Rs. 10 per mensem for each boy; but,

is drawn.

understand they are correct.

Lawrence Military Asylums at Sanawur and Murree. They have been separately reported on.

BISHOP COTTON'S SCHOOL, SIMLA.

I.

Early history.

168. This school was opened under the Revd. S. Slater on 1st March 1863 at Jutog, five miles west of Simla. During the year 35 boys were received, in the following year 65, and this was the highest number for whom there was accommodation, until the school removed to Simla in September 1868. The ground for this removal seems to have been that "Jutog was too far from medical assistance, and that the bungalows are unsuitable for any purpose required for a school." The Bishop of Calcutta concurred in these views, Government were willing to resume the property, and eventually a site was selected on the south end of Knollswood spur. The property, which covers 54 acres, 2 roods, 24·8 poles, was obtained from the Keonthul Raja in exchange for a village near Subathoo of the value of Rs. 492 per annum. This consequently represents the cost to Government of the present site.

The school buildings were erected by Major Innes, of the Invalids, on a plan furnished by Crawford Campbell, Esq., C. E. The foundation stone was laid by the Viceroy, Sir J. Lawrence, on the 26th September 1866, and in two years from that time the school was located in the new buildings.

Finance.

169. The Endowment Fund of Bishop Cotton's School at Simla amounts to Rs. 98,300 invested in a note of 5½ per cent. Government Securities standing in the name of the Bishop and Archdeacon of Calcutta. The note is deposited in the Bank of Bengal, and the interest is transmitted by the Bank Secretary to the Governor of the school at Simla twice a year, and is employed in paying the salary of the head master. The total of the Simla School Endowment Fund was Rs. 1,04,706, thus raised :—

	Rs.
Subscribed direct to fund	13,595
School share of memorial fund to Bishop Cotton ...	38,758
	52,353
Government equivalent	52,353
	1,04,706

which, less expense, commission, &c., is represented by above note for Rs. 98,300. In addition to this about Rs. 70,000 collected by private subscriptions has been expended on the buildings. The Government equivalent partly met the remainder, and there was in September 1872 a balance against the Building Fund of Rs. 17,000. The buildings are said to have cost about £22,500. The income and expenditure of the school is thus shown (1871) :—

Interest of endowment.	Government grant.	Fees.	Total.
Rs. 5,358	Rs. 4,461	Rs. 28,939	Rs. 38,758

The expenditure is stated to have been Rs. 38,048, of which Rs. 14,445 was shown to be for educational purposes, and Rs. 23,404 for boarding. But as it appeared that Mr. Slater had distributed these sums according to his own views of what was properly an educational charge, and what came under the head of boarding, I have re-arranged them ; so while education now costs Rs. 17,745, or nearly Rs. 16 a head per month, boarding expenses are Rs. 29,004, or Rs. 20 per month. Or if we exclude the profits put to Building Fund, and consider that the school has no rent to pay, purely educational charges would amount to Rs. 12 per mensem and boarding to Rs. 18.

Government.

170. By the statutes of the school there are four *ex-officio* and elected governors. The former consist of the Lieutenant-Governor of the Punjab, the Bishop and Archdeacon of Calcutta, and the Commissioner of the division in which Simla is situated. Vacancies among the elected governors are filled up by the whole body. Elected governors must be residents of Simla or its immediate neighbourhood. The Headmaster of the school is *ex-officio* Secretary to the governors and has ordinarily the right of being present at their meetings, but has no vote. The governors may, however, hold meetings from which they may by a special vote exclude him.

"The control of expenditure of all money coming to the school, except from endowments, is vested in the governors. The ordinary disbursements are made by the Headmaster, who submits full accounts to the governors at their meetings. Any extraordinary disbursement is made by the governors. Under ordinary disbursements are included salaries, wages, the purchase of stores, school-books, crockery and furniture.

"The money held by the trustees is devoted primarily to the erection of buildings, and (if necessary) to the purchase of land, also to the formation of a permanent endowment for exhibitions and the Headmaster's salary. But on the application of the governors, it may be devoted to other school purposes if urgent cause be shown to the satisfaction of the trustees. The ordinary business of the school is conducted by such governors as attend the ordinary meetings. But on certain grave questions the opinions of non-resident governors are sought by letter; among the matters which must be thus submitted to all the governors are the election of a new governor (the name of, at least, three persons proposed for the office being sent round by the Secretary), the dismissal of the Headmaster (in which case the governors appoint one of their own body to conduct the correspondence), or the proposal of a bye-law. In case of an equality of votes when the opinion of all the governors is sought, the Bishop of Calcutta has a second or casting vote. At a meeting of governors the chairman has a second or casting vote.

"The governors have the right of making any bye-laws or regulations not inconsistent with these statutes.

"Any of the above statutes may be altered with the concurrence of the visitor and six of the governors, of whom the Bishop must be one. Each of the governors signifies his assent or dissent in writing, and both the assents and dissents are circulated among the governors before the decision to alter the statute is finally submtited to the visitor for his approbation, so that those who have assented may re-consider their determination on seeing the arguments of those who have dissented.

"Should it be determined hereafter to devote a portion of the school land and property to found a girls' school in connection with the Church of England, on principles similar to those of the present boys' school, the governors, with the concurrence of the trustees, shall be at liberty to do so."

Administration.

171. The management of the school is in the Headmaster's hands, after the general course of education has been approved by the governors. The Headmaster is appointed by the Bishop of Calcutta, but may be removed by a vote in which 6 out of the 8 governors concur.

"He has also the sole management of the internal affairs of the school, both in education and discipline, subject to the general control of the governors. He has the right, with their concurrence, of dismissing any pupil for any grave moral offence, or for habitual idleness, or long continued disobedience. The assistant masters and all subordinate officers of the school are appointed by the Headmaster, their number and salaries being fixed by the governors. Any such assistant master or officer may be removed by a vote of the governors present at any meeting."

Under certain circumstances the governors may appoint the Headmaster. The following return shows the position and qualifications of the masters now engaged at the school:—

Name.	Designation.	Salary.	University qualification or others.	Previous occupation.
		Rs. A. P.		
Revd. S. Slater ...	Headmaster ...	616 10 8 (with residence.)	Associate of King's College, London.	Employed in tuition for 36 years.
D. J. Mackey	1st Assistant ...	250 (with board and lodging.)	C. C. College, Cambridge, B. A.	A tutor in England sent out for this school.
W. R. Cox.	2nd „ ...	150 ditto ...	England ...	Brought up at Mussoorie School, passed outside examination for Roorkee and is eligible for Department Public Works.
W. W. Smith ...	3rd „ ...	100 ditto ...	Mussoorie ...	
J. R. Chubb ...	4th „ ...	100 ditto ...	England ...	Scripture reader for many years; this is his first scholastic employment.

Results.

172. The pamphlet published under the authority of the governors (December 1869), from which these extracts are taken, dwells at some length on the status of the lads for whom this school was intended. This subject has been referred to elsewhere, but special mention may be here made of the proposal to provide for the middle and lower classes in one institution. The late Director of Public Instruction, Punjab, had recommended a scale of sliding fees, and Bishop Cotton and the governors agreed to it as an experiment. But it was said not to work,

and the governors therefore addressed the Lieutenant-Governor of the Punjab to the following effect:—

"They beg to submit then to His Honor that the most practicable and the safest course is, on the one hand, to fix a rate of payment which shall enable the school to be self-supporting, and at the same time not beyond the means of the ordinary middle classes; and, on the other hand, to diminish the burden of these terms for the poorer applicants by endowments raised specially for this purpose. There would be no difficulty in making it known, and by public advertisement, by a clause in the prospectus, that the school had at its command the means of reducing the terms in special cases. There are now eight such exhibitions endowed, reducing the present monthly payment (Rs. 28) to Rs. 18 a month, a sum well within the reach of the majority of those who are at all likely to send their sons to school,

"The terms which the governors now propose are Rs. 36 a month for 10 months if the boy goes home for the two months' holidays, and for the 12 months if he stays the whole year; and they are fully prepared, if His Honor makes no objection to these terms, to make strenuous efforts to increase the present endowment for exhibitions for poor scholars; and they submit that eight out of sixty, about twelve per cent., is no inconsiderable commencement.

His Honor the Lieutenant-Governor approved of these views, and, with reference to the classes for whom this school was intended, remarks, "that the Bishop's scheme contemplated two classes of schools—one in the hills for the children of those on the spot, or in circumstances such as to admit of their sending them there; the other for children of those in the plains, who are not in circumstances which would enable them to incur the necessary expense, or who are on other accounts unwilling to do so—and His Honor has himself no doubt that the expression 'writers who receive on an average from Rs. 100 to 150 a month' applies more properly to the latter category than to the former, as the instances will always be quite exceptional in which a person drawing not more than Rs. 150 a month can think of sending his child to a school in the hills." The letter adds, that "His Honor continues of opinion that to enable persons of humbler means to send their children to hill schools, if so inclined, the more appropriate course is to establish foundations of varying values to be assigned to those who may be deemed suitable recipients as heretofore proposed by the governors of the institution."

Bishop Cotton, replying to a letter on the subject of the buildings required for the Simla school, thus expressed himself:—

"The general object is to found a school for what may be called the middle class of European and Eurasian residents in India. It is not designed for such boys as now go to Mr. Maddock's at Mussoorie, still less to supersede or discourage the practice of sending boys for education to England. Hence it is a great object to have the charges as low as possible. I should be very sorry if the general charge for non-foundationers were fixed higher than Rs. 35 per mensem, and I should hope that this might be materially diminished for foundationers by means of endowments. Hence it would seem necessary that the whole should be collected under one roof, not dispersed among master's or dame's houses. It is obvious that this concentration is cheaper than the other plan: less food is wasted, fewer servants are required, many other expenses diminished. The first point therefore is to provide a two-storeyed building to hold 100 boys, capable of extension to double that number, with rooms in the building for assistant masters, to whom the details of discipline would be entrusted, and a detached house for the head master. To this general plan I think that one exception might possibly be admitted. It might be desirable to allow the head master to receive into his house a limited number of private pupils on higher terms than the rest of the school, for it is very important to increase his emoluments as much as possible, in order to secure the school against frequent changes, and prevent the head master from desiring a chaplaincy or other Government appointment. Hence it may be desirable to provide him with a larger house than would be requisite for his own family."

The following return has been furnished me by the Revd. Mr. Slater:—

Social status of parents of the boys at Bishop Cotton's School.

Colonel.	Deputy Commissioners.	District Superintendents of Police.	Pleader.	Uncovenanted Civil Service.	Customs Department.	Clerks in Public Works Department, Canals, Sub-Engineers.	Railway Officials.	Postmasters.	Clerks in Government Offices.	Widows.	Traders.
1	2	2	1	3	3	10*	2	2	52*	20*	7

* These three classes form the bulk of the parents. It would be difficult, if not impossible, to give the exact numbers, for some of the widows are helped by their friends, and the clerks differ very much in position, but none get more than Rs. 500 a month; most get under Rs. 300.

The table, however, shows that the classes contemplated by Bishop Cotton are most largely represented—classes who ought to get a fair education for their sons and cannot afford to send them to England.

The register of admission.

173. This nomenclature 'widow,' though vague, shows that a deserving class of people enjoy the benefits of this school. I have had the advantages of looking through the admission book, where the parentage of the boys received from the commencement is

entered, and I think that any one running his eye through these pages would be satisfied that the right class of children has found admittance here. I would suggest that a similar register be everywhere adopted.

174. But this register has shown me what seems a blot in the way in which, and the people to whom, foundationerships are given.

The exhibitions.

The 14th, 15th, and 16th statutes stand thus:—

"Of the exhibitions which may be founded at the school, at least eight should be given away by the separate patronage of the eight governors in succession, the *ex-officio* governors ranking first according to this order—Lieutenant-Governor, Bishop, Archdeacon, Commissioner—and the rest according to the order in which they were elected. Each governor appoints an exhibitioner by signing the following paper:—

"'I, , being a governor of the Simla Public School, hereby appoint son of , aged , to an exhibition in the school, and I declare my belief that the circumstances of his parents (or guardians) are such that they cannot without difficulty pay the full charges for his education.'

"The tenure of an exhibition ceases when a boy leaves the school.

"After eight exhibitions are established, the governor shall decide whether it is expedient to found others under the same conditions or as prizes to be given by examination.

"Rules 14 and 15 only apply to exhibitions paid out of the school money, whether arising from pupils' fees or interest of investments. The trustees shall have the right of accepting any exhibitions founded by private liberality, under any rules, or on any patronage, of which they approve."

And in the letter before alluded to, dated 5th November 1866, to the address of the Secretary to the Punjab Government, I find the following passage:—

"The governors are extremely thankful for the assistance they received from Government, and they believe that the grant of public money is fully justified by the circumstances of this school. But they do not think that it should be applied *directly* to the reduction of terms, but that it should be used for building, for the endowment of salaries of masters, and for exhibitions for poor scholars; and under this view the governors believe that the grant may at some future time be entirely withdrawn from the school, *i. e.*, when they are enabled to give a good education to the majority of boys at the moderate rates above mentioned, to reduce these terms in special cases for poorer boys by payments from an endowment fund, and at the same time stimulate industry and ability by founding scholarships and other rewards of merit. As a commencement in this direction the governors are prepared to allot for the year 1867 the sum of Rs. 80 per month from the monthly grant-in-aid to be applied to the reduction of the monthly fee of Rs. 36 to 20 from five poor scholars, at the rate of Rs. 16 for each, so increasing the number of years from 8 to 13."

I find there are now 17 such exhibitions all maintained from the grant-in-aid. The holders of 11 out of 24 returned in the admission book were residents of Simla. This proportion of Simla boys struck me as large, and I therefore applied for a list of present exhibitions in the following form:—

Foundationers, Bishop Cotton's School.

Name of Boys.	Guardian.	Occupation.	Residence.	Year of entrance.	Nominated by
H. E. ...	Father ...	Sub-Librarian, Simla ...	Simla ...	October 1863 ...	Archdeacon Pratt.
E. M. ...	Ditto ...	Superintendent of Tea Plantation.	Deyrah ..	March 1867 ...	The Governors.
W. M. ...	Ditto ...	Clerk in Adjutant General's Office.	Simla ...	February 1868 ...	"
J. G. ...	Mother (widow) ...	Nurse ...	...	March 1868 ...	"
G. K. ...	Ditto ...	.....	...	April 1868 ...	"
E. B. ...	Ditto ...	.....	...	May 1868 ...	"
T. B. ...				October 1870 ...	"
F. R. ...	Father ...	Clerk, Municipal Committee.	Simla ...	January 1869 ...	"
H. R. ...				February 1872 ...	"
J. O. ...	Mother (widow) ...	Mistress, Girls' School, Lahore.	Lahore ...	" 1870 ...	"
C. O. ...	Ditto ...	Mistress, Girls' School, Jeypore.	Jeypore ...	January 1871 ..	"
A. H. ...	Father ...	Clerk in Public Works Department.	Indore ...	" " ...	"
J. J. ...	Ditto ...	Sub-Conductor ...	Roorkee ...	" " ...	"
C. D. R. ...	Ditto ...	Builder ...	Simla ..	" 1872 ...	"
J. B. ...	Ditto ...	Conservancy Officer ...	Simla ...	July 1871 ...	"
F. F. ...	Mother (widow) ...	.....	...	January 1872 ...	"
A. O. ...	Father ...	Accountant, Newman & Co.	Calcutta ...	" " ...	"

175. These residents of Simla should have attended the school as day boys or day boarders. But up till the middle of 1871 the governors successfully resisted the desire of the Government that day boys should be received. The main points of this controversy may be given here, as there are Bishop Schools elsewhere to which the same arguments will apply.

Pay boarders.

Copy of a letter from E. C. BAYLEY, Esq., *Secretary to the Government of India, to* T. H. THORNTON, Esq., *Secretary to Government, Punjab,—(No. 127, dated 24th February* 1870).

It has been reported to the Governor General in Council that the Head Master, Bishop Cotton's School, at Simla, has refused to admit day scholars to the school, alleging that it is intended for boarders only. The result of this refusal would naturally be to debar from the benefits of the school the subordinate officials of the large public offices when at Simla and the comparatively large European community resident at that station.

2. If rightly informed, His Excellency in Council considers the action of the Head Master in this respect to be calculated not only to confine to a very small circle the benefits of the school, but to bring into disrepute the excellent scheme established by the late Bishop Cotton and Lord Canning. But the Government of India is most anxious to extend the operation of this scheme, and proposals with this object in view are now under consideration.

3. It should be explained to the Head Master that the school over which he presides is one of a class of institutions designed solely for the education of the really poor European and Eurasian community, and that the large Government grant which this school has received was only given in so far as this object is attained. It is true that the schools established in the hills were to be of a higher class than those in the plains, but it was never contemplated that either class of schools should be above the means of persons of limited means, or that any kind of restriction similar to that under notice would be imposed upon them. Far from restricting the number of pupils to whom the school is accessible, the Head Master should do his utmost to increase the number of pupils, and especially of those who are able to avail themselves of the school, but who can ill afford the expense of becoming boarders in it. For the attendance of these pupils a small fee, to be fixed by the Governors of the school in communication with the Director of Public Instruction, should be charged.

4. The Governor General in Council trusts that, if the report be true, the Head Master has been acting without the countenance of the Governors of the school, and without consulting the Director of Public Instruction; but in any case I am to request that he may be informed of the views of the Government of India, and that the restriction under notice may be at once withdrawn.

On the 26th May 1871 the following resolution was consequently passed :—

3. "With regard to the admission of day scholars into the school, and the adoption of a sliding scale of payment, raised in letter from the Supreme Government of November 30th, 1870,

"Recorded :—

"(I). That, in the opinions of the Governors, the settlement of both these questions rests with them—

"(*a*) because it was Lord Canning's desire, as expressed in his minute on this subject, that if certain officers be included *ex-officio* among the Governors (as has been actually done), no further authority by the Government, as such, should be exercised in its management;

"(*b*) because by the statutes of the school, the observance of which is enforced by the visitor, His Excellency the Viceroy, "the control of all expenditure," "the general course of education to be pursued in the school," and the decision of any "grave question" that may occur is vested in the Governors.

"(II). That while some of the Governors think that it is in itself *right* to admit day scholars, and others deem it only *expedient* under the present circumstances, it was unanimously agreed that day scholars and day boarders should be admitted.

"(III). That the Governors were unanimous in declining the suggestion regarding a sliding scale of payment—

"(*a*) because it was tried in 1866 and failed;

"(*b*) because it was deliberately abandoned by the Governors in communication with the Punjab Government, which Government expressed its approval (on the application of the Governors) of the terms now in force;

"(*c*) because such a method of payment can only answer where (as in the case of the Lucknow Martiniére) the deficient payments are supplemented by an adequate endowment;

"(*d*) because the suggestion of the Government is virtually carried out by the admission of sixteen poor boys on the foundation at a greatly reduced payment, while it is the intention of the Governors (as stated by them to the Punjab Government at public meetings and in the newspapers) both to extend this boon as circumstances shall admit, and also to make such changes in the plan as shall serve to encourage learning as well as relieve poverty.

"That the terms and conditions on which day scholars and day boarders may be admitted are the following:—

"(*a*) Day scholars over 12 years, Rs. 120 a year.
under „ „ 84 „
"Day boarders over „ „ 240 „
under „ „ 204 „

"(*b*) Any fraction of a month will be charged for as a whole month.

"(*c*) If a boy is unable to attend school from illness or other cause, the Head Master is to be informed of the reason, in writing, in the course of the day.

"(*d*) The Head Master reports to the Governors such cases of irregular attendance as he considers injurious to the boy and his class fellows.

"(*e*) The cause of instruction being continued in regular progress from February 1st to November 30th, and it being therefore the duty of the day scholars when once admitted to adhere steadily to this course, the Governors reserve to themselves the right of refusing re-admission to any day scholar who has been off the rolls for such number of months as in their opinion to make it impossible for him to pursue his studies properly.

"When a boy has once been admitted, whether as boarder or day scholar, his parents or guardians undertake to pay the fees till his *removal*. No boy can be *removed* for a portion of the year with the view of being afterwards re-admitted."

The consequence of this extension is that 30 day boarders in this year, 1872, are enjoying the benefits of the school, five only of whom were originally boarders. And this extra number has joined although, in this same year, a day school has been opened at Simla under a Government Assistant Inspector of Schools. Masters of schools not strictly private everywhere object to receiving day boarders and day boys, and still more, weekly boarders. They are not as amenable to discipline as boarders are; they are less regular in their attendance; they carry home school tales; and in many ways are a thorn in the flesh to masters, who are placed above the necessity of receiving all comers. And I can quite believe that in this country these difficulties are much increased. Eurasian mothers are specially weak; houses in the hills are small; literary habits are as a rule not cultivated; the boys have no special room to study in; the distances in Simla are great, and heavy rains fall at school-going as at other times. Still the benefit of the greatest number is the object sought, and even the feelings of school masters must give way when a clash occurs.

Accommodation.

176. The present school buildings were sufficiently advanced to admit the school in September 1868, but it was not till 15th January 1870 that they were finally completed and made over to the Governors. They are built in the Gothic style, and contain school-rooms, six dormitories, small library or day-room, quarters for four masters, a chapel named Trinity Chapel and consecrated in September 1870, with Head Master's house, hospital serjeant's quarters, detached. A separate double-storeyed building is now being built for the first assistant master at an estimate of Rs. 6,000. The main buildings are a handsome, substantial, and commodious structure. Its fittings are good and substantial, and in every way afford an example of what school buildings should be. The cost of these buildings is thus detailed in the pamphlet published in 1869:—

"The total cost of the whole building now completed may be stated under the following heads:—

	Rs.	A.	P.
Class-rooms, dormitories, dining-hall, &c., for 150 boys...	1,21,286	10	0
Quarters for five resident masters...	15,000	0	2
Head Master's house to include boarders	19,733	5	0
Chapel to hold 150 boys and about 30 of the public ...	18,972	0	0
Quarters for serjeant and matron	4,885	2	0
Hospital for 16 boys, with separate wards	4,865	0	0
Servants' houses, cook-room, store-room, laundry, &c. ..	9,712	11	7
Road to the school somewhat over ½ a mile, and 2 bridges	2,156	10	8
Levelling for the school and play-ground	15,939	12	0
TOTAL ...	2,12,551	3	6

"There is accommodation for 150 boys."

Sanitation.

177. The school had hitherto been wonderfully healthy; hardly a single instance of serious illness had occurred.

178. Bishop Cotton, reviewing the progress (1866) of his scheme, speaks thus of the subjects which he expected would be studied in this school :—

Education.

"Our desire is that the boys should be instructed in Christian knowledge, in Latin, English, one Indian vernacular, a short course of mathematics, history, geography, and either music or drawing, with certain optional studies according to their various tastes and inclinations."

The studies of the school are carried on in entire conformity with the views expressed in that article, with the exception that the study of English has a very much more important place assigned to it in our curriculum than the Bishop, from want of acquaintance, no doubt, with the deficiencies of Indian boys in this respect, had contemplated.

The school was affiliated to the Calcutta University in 1866, and as will be seen from the curriculum appended, its studies are guided by the papers set and the courses marked out for those examinations, and for the 1st and 2nd Department at Roorkee. In 1868 two boys passed in the 1st class, and two in the 2nd, the Entrance Examination, one for the G. T. Survey, and 1 for the 2nd Department, Roorkee.

Out of four who went up in 1869, three passed in the 1st Division, one candidate passed the Roorkee Entrance, and three the 1st year Roorkee. Of those who have gone to Roorkee from this school but one boy has presented himself for the final examination, and he, J. S. Slater, gained the Cautley gold medal for mathematics. In 1871 this school passed three boys for the 2nd Division, Calcutta Entrance, and one for the 3rd, and three of its boys were respectively 2nd, 4th, and 5th for the Entrance Upper Department, Roorkee. But more interesting than the reports regarding one or two boys is the educational report on the whole school submitted in the year 1870 by Mr. Willmott, the late Inspector, and in 1872 by Mr. Cooke, the present Inspector.

"There are at present 15 exhibitions in the school in the gift of the Governors, reducing the annual payment from Rs. 360 to Rs. 240. These are maintained out of the Government grant-in-aid. As the number of boys increases, it is hoped that more exhibitions will be added for the purpose both of placing a good education within the reach of the poorer classes and also of stimulating industry and the desire of higher scholarship than has yet been common in schools of this character in India. The school is, for tuitional purposes, divided into four classes, the first, being the highest, of 8; the second of 23; the third of 21; and the fourth of 28. To these may be added a Calcutta Entrance Class, a Roorkee College First Year Class, and a Roorkee College Entrance. The first consisting of 2, the second of 3, and the last of 3. These extra classes are entirely instructed by the Head Master, the Revd. S. Slater, as also is the first class of the school. The second class is in the care of Mr. Short of the Battersea Training College; and the third and fourth classes are entrusted to two other masters.

"The subjects for this class are the usual subjects for Entrance in the Calcutta University, Latin being the second language. The two members of the class had evidently been carefully taught, and will both probably pass in December 1870.

Calcutta Entrance Class.

"There are three young men who passed the Roorkee Entrance Examination, but have since failed in the First Examination. They are therefore obliged to leave the college, but will be re-admitted, if successful, in the next examination, for which they are now preparing. They all seem diligent lads, and will, I think, pass.

Roorkee First Year.

"The three boys of this class will, I have no doubt, matriculate at the next examination. I have not thought fit to discuss the proficiency of these three extra classes in the several subjects of their courses, as they are not part of the general school system. My report on the four classes of the school itself is, it will be seen, more detailed.

Roorkee Entrance.

"The subjects for this class are, in Mathematics, arithmetic, algebra to quadratic equations, Euclid I, II, III; in Latin, Virgil Ov., Lib. I 1-400—Sallust, Cataline, Capp. 1-20—composition, easy prose; in English, Milton, history of the language, and essay writing; in Urdu, the 3rd Darwesh and composition; besides geography and Indian history. When it is recollected that the boys in the majority of classes come to school very late in life, have had very little previous education, are irregular in their attendance (*i. e.*, do not join the school after vacation on the specified date), and have in many cases home associations which are adverse rather than auxiliary to a classical education, I think Mr. Slater and his assistants are to be congratulated on the results they have produced; for although the false quantities made by the boys in reading the Æneid were so numerous and ingenious as to be absolutely wonderful, and the translation of

First Class.

a passage of English into Latin by every boy in the class neither more nor less than a single incredible solecism, their translation and retranslation of Hindustani was very good; their knowledge of Hindustani idiom and grammar capital; their mathematics fair, and their answering in English literature, in geography, and in history very creditable. I have no hesitation in saying that I have never examined a class in the Punjab which showed so plainly that very great labor had been spent on it.

"In the second class the majority could work interest, practice, and decimals, but were weak in Euclid, nearly every boy failing to bisect a straight line. (Three, however, showed considerable skill in working easy deductions on propositions of the 1st book.) Smith's First Latin Book, apparently a very valuable elementary text book, had been very fairly mastered by about half the class. In Hindustani the majority could read an easy book in the Arabic (printed) character, and could write fairly, but spelt very loosely. I think (with deference to the Head Master) that a lithographed text book in the Persian character might be substituted with advantage. Of English grammar a moiety knew the outline and understood parsing, and nearly all answered questions in the geography of Europe and the History of England up to Edward III very intelligently.

Second Class.

"In the third class I examined in Latin grammar up to the verb *sum*: three were very quick, half the class good, the rest poor: the geography of England was well known by a third, the rest knowing nothing but the names of the county towns. Two-thirds knew something of the History of England up to Edward V. All but two or three read very fairly a chapter of the S. P. C. K.'s 3rd Reading Book unseen before. It should be noticed that eight boys of the 19 examined had been admitted to the school within three months of the date of the examination. In arithmetic all solved a compound division of money right, but nearly all failed in the reduction of rupees to pie. All but five or six wrote a very fair hand, and six made but one mistake in a fairly difficult dictation, the rest writing but a poor exercise.

Third Class.

"In the fourth class all but a first division of 12 were beginners. In the first division I found the geography of Europe very fair; five or or six could write correctly in figures 14,013,002; all knew simple short division, and two could work long division. All but three could read an easy book with respectable fluency and correctness. The History of England up to Edward III was known as well as little boys generally can know history. The copy books shown me were very good specimens both of round and small hand. The whole class repeated a few verses of a simple English poem correctly and with proper accent and intonation.

Fourth Class.

"My examination of this school was extended over the school hours of four days, so that I had ample time to examine thoroughly every class in every subject. I am satisfied that the very greatest labor has been spent on all the classes, and that without a greatly increased expenditure on the enlargement of the staff (which would be most undesirable) no higher results can be obtained."

Mr. Cooke's Remarks.

"I inspected the Bishop Cotton's School on the 22nd, 23rd, 24th, 26th, and 27th August. Besides the four regular school classes, there are three classes of boys preparing for special examinations. These are the—

Rurki College Entrance Class for 1872.
Ditto ditto for 1873.

Calcutta University Entrance Class for 1872.

"The two Entrance Classes for 1872 were examined in all their subjects; the Rurki Entrance Class for 1873 having only lately commenced most of their work were examined in mathematics only. I proceed to remark briefly on each class in order.

"*Rurki Entrance Class*, 1872.—The three lads of this class are well up in all their subjects with, perhaps, the one exception of Latin. In mathematics the papers were excellent, more especially the one on trigonometry and statistics. The questions on English literature were answered well by all three; those on English history very fairly.

"*Rurki Entrance Class*, 1873.—There are four boys in this class, which was examined in mathematics only. In arithemetic, Rumshy was the best; the other three answered fairly; in algebra the answering was not good, nor was the Euclid well written out. In elementary trigonometry I find two papers marked 'good' and the other two 'fair'.

"*Calcutta University Entrance Class*, 1872.—Three out of the five are well in arithmetic and algebra, but they are all weak in writing out Euclid, and *all* failed in an easy deduction. In English they did very fairly, though there were some rather bad faults in spelling by one or two. In the Latin subjects, Ovid and Cornelius Nepos, one boy, Knight, did very well, and one boy, Mooney, very badly; the other three were fair. These three classes are taught entirely by Mr. Slater. The four regular school classes are—

The 1st under Mr. Mackay.
The 2nd under Mr. Cox.
The 3rd under Mr. Dearsly.
The 4th under Mr. Chubb.

"*1st Class.*—In mathematics the first class is divided into two divisions; the more advanced boys took the same paper in arithmetic and algebra as I gave to the Calcutta University Entrance Class. One boy only, O'Toole, answered well, and all failed in working a simple sum in stock. The 2nd division knew arithmetic better than the 1st division, but did nothing in algebra. The Latin subjects of this class are Virgil's Æneid III, 600—IV, 100, and Cæsar B. G. IV, 1-20 chapters. The construing was on the whole creditable, though the false quantities were simply wonderful. In English they are reading Milton's Paradise Lost, Book VI, and have been well taught. Some of them gave very clear explanations of the more difficult passages. Questions in English and Indian history and in geography were fairly answered. In Urdu they read the 2nd Book better than I have ever heard English boys read Hindustani; the most fluent were J. Andrews and Ludlam.

"*2nd Class.*—The 1st division know two books of Euclid, and can work sums in fractions, decimals, and proportion; the 2nd division have gone through the 1st Book of Euclid, and are not further advanced in arithmetic than compound division. In Latin Princip., pt. II, the construing was very fair and so was the parsing; in English reading and grammar most of the boys answered creditably, and about a third of the boys wrote a piece of dictation without serious mistakes. The answering in geography (India and China) was very fair, and more than half the class knew something of the Tudor and Stewart period of English history. Most of these boys could read the 1st Urdu Book, and three or four wrote an easy sentence from dictation very neatly and correctly.

"*3rd Class.*—This is a large class of 28 boys. They know a little Latin and can construe easy sentences in the beginning of Principia, pt. I; a few can work simple sums in fractions, but the greater part knew only to the end of reduction. They wrote half a dozen lines from dictation uncommonly well, could point out the principal places in England, and knew a little (but not very much) about the History of England to the reign of Richard II.

"*4th Class*—These are all beginners; most of them can read and work sums in the four simple rules. They wrote sentences of easy words with great correctness for such small boys.

"There is much variation in the progress of different boys in the same class, and more especially is this noticeable among the day-boys. Sickness has no doubt caused much irregularity in attendance; apart from this, however, I fear that the day scholars are irregular, thus retarding not only their own progress, but that of their class fellows. On the whole, Mr. Slater has reason to be well satisfied with the work done during the year."

Percentage of marks obtained.

179. In the following statement the percentage of marks gained at Michaelmas, 1872, are shown :—

			Total.	Average.
Lower 1st Class	19 boys.	463, 461, 390, 375, 359, 350, 349, 346, 312, 302, 292, 278, 230, 232, 232, 217, 200, 157, 50	5,610	295
2nd Class ...	19 boys.	447, 440, 429, 414, 356, 344, 324, 311, 305, 299, 297, 270, 255, 238, 229, 225, 195, 192, 107	5,737	301
3rd Class ...	30 boys.	328, 272, 267, 260, 228, 194, 193, 185, 171, 170, 158, 149, 145, 145, 138, 137, 134 124, 120, 119, 117, 112, 109, 109, 104, 103, 90, 87, 84, 83 ...	4,635	154
4th Class ...	17 boys.	227, 255, 239, 234, 233, 220, 213, 212, 208, 185, 184, 178, 170, 160, 156, 145, 144	3,419	201
Lower 4th Class	7 boys.	113, 105, 99, 97, 92, 90, 79	675	96

The curriculum.

180. The Revd. Mr. Slater has furnished the following return of the course of studies followed in each class :—

"*4th Class.*—(The lowest)—

"Reading, Writing, Arithmetic, Geography, Bible, History, *English Grammar* (Cornwell), English Dictation, English History (S. P. C. K., elementary), *Letter Writing.*

"*3rd Class.*—The same as above, but the reading books, &c., are more difficult. *Letter Writing,* English History (National Society), Arithmetic (Barnard Smith), also Menta Arithmetic. Latin—Smith's Principia, Part I.

"*2nd.*—The same, but higher still.

Smith's Principia, Part II. | English Composition, Essays, &c.
Map-drawing. | Euclid, 3 Books.
Hindustani—Punjab Reading Books, Parts I and II. Hindustani writing.

"1*st.*—(Lower)—

Old and New Testaments.	Indian History.
Cæsar de Bello Gallico.	Arithmetic and Algebra.
Virgil.—Æneid.,	Euclid, 4 Books.
English Essays, History, Paradise Lost and Selections in Literature.	Geography—Cornwell.
Bains' English Grammar.	Hindustani—Part II.

"1*st.*—(Upper)—

Subjects for the Calcutta Entrance Examination for the year.

Ditto ditto First Arts for the year.

Occasionally a class for the Lower Standard in Hindustani and Hindi, and a class for the Revenue or Trigonometrical Surveys.

Bains' English Grammar and Composition.

Essays twice a week.

The more difficult parts of the Bible, generally the Epistles."

Institutions.

181. For so young a school, this is well off for cricket club, libraries, and similar institutions. The play-ground, for the hills, is extensive, but will doubtless in course of years receive still further additions. The library is self-supporting. The masters and about 50 boys subscribe to it, admission to it being a privilege confined to the senior classes and boys over 15. One of the masters acts as librarian, with a boy as sub-librarian. There is no attendant expense beyond the purchase of new books. The holidays are but once in the year, from 1st December to 1st February; and Mr. Slater is of opinion that the longer they are, the worse it is for both boys and masters. There are the usual occasional holidays, bringing up the whole number, exclusive of Sundays, to 102 in the year. Working hours, 1,143, or to 190 days of 6 hours' duration. The maximum weekly allowance of pocket-money is Re. 1, and the minimum annas 2; the total naturally varies, but throughout the present year Rs. 28 may be taken as the weekly average. In the big school-room hangs an excellent portrait of Bishop Cotton. It was unveiled at the (1869) distribution of prizes.

"It was painted in England by Mr. Eddis, partly from a portrait taken 17 or 18 years ago, and partly from a photograph taken about a year before the Bishop's death. The total cost was Rs. 720, the whole of which had been subscribed by the boys and their parents, and by a few friends of the school."

PUNJAB GIRLS' SCHOOL.

II.

Early History.

182. The idea of starting a Girls' School in the Punjab originated with a number of ladies at Dalhousie. A Fancy Fair was held, and a large amount collected in subscriptions. Afterwards, at the suggestion of Sir R. Montgomery, a central committee was formed at Lahore, money raised, and, Simla having been selected as the locality, the Governors of Bishop Cotton's were requested to undertake the management of the proposed school. The Governors met 16th November 1865, and, while accepting the trust, suggested the advisability of negotiating with Mrs. Mackinnon with the view of making her school the nucleus of the proposed public school. This was agreed to, and Mrs. Mackinnon has carried on the school, first at a hired house, and later at Auckland House, purchased and enlarged by the Governors. For two years, up to the close of 1867, the Lahore Committee interested themselves in the initiatory movements. The entire management of the school was then vested in the Governors, the Lahore Committee confining themselves to the collection of funds, and making known the school in Lahore and its neighbourhood.

183. When the Local Governors took over the entire management of the school, they were credited with a sum of Rs. 24,000. After five years, in which time they have purchased and almost rebuilt a house on one of the best sites in Simla, they find themselves in debt about Rs. 40,000: this is made up of the sums originally borrowed for building, and of the interest accruing thereon. The school has always been in debt. It started in a rented house, and house rent at Simla is expensive, and with comparatively few children. It was without endowment, and had no exhibitions to offer; and I gather that Mrs. Mackinnon thought it advantageous to the school in some instances to lower the terms. The present position is that the school fully pays its way, and, at the end of the present year, will be free from all but the Bank debt. The Head Mistress does not consider the interest on that debt as a burden on the school income. But in future years, as I understand, she will be able to apply the Government grant-in-aid to meet that interest. The financial result is not altogether satisfactory.

Finance.

184. The prospectus of this school notifies that it is conducted under the auspices of the Governors of Bishop Cotton's School. With the exception of their purchase and rebuilding of Auckland House, the Governors have, however, not much concerned themselves about the school. The Head Master of Bishop Cotton's School is supposed to be the Secretary, but he is unable, from the distance and his own school occupying all his time, to supervise or give any effectual assistance. Mrs. Mackinnon has conducted the school as if it was her own private property, and in the present year I find her remonstrating with the Governors, who questioned her right to appoint her own governesses without reference to them, and in the same way her power to lower the terms of admission, when she thought the circumstances of the parents of the child required it, has also been questioned.

Government.

185. The Governors have now determined (September 19th, 1872) to lay down a monthly abstract of accounts, and have directed that a yearly balance sheet shall be prepared and submitted to them. Hitherto all these matters have been in the hands of the Head Mistress. They have also laid down the following scale:—

Administration.

	Rs.	Rs.
Head Mistress	200	
1st Teacher of Accomplishments ...	100	rising to 150
2nd „	80	„ 100
1st Teacher of General Subjects ...	100	„ 150
2nd „	80	„ 100
3rd „	50	„ 80

Rather a large number for 45 girls. But the management is altogether on a somewhat liberal scale. This subject has been adverted to in the financial section of the memo. on the sister school at Mussoorie.

186. The success of the Punjab Girls' School has been undoubted. The accommodation is all taken up, and the class of girls, as will be seen from the following statement, is just that which such a school is designed to assist:—

Results.

Statement of the social position of the parents of the girls, Punjab Girls' School.

Civilians.	Military men.	Clerks.	Post Masters.	Police.	Public Works Department.	Teachers.	Widows.	Orphans.	Total.
2	5	14	1	1	3	8	10	2	46

These girls come from all parts of India, as will be seen from the following list:—

Dugshai.	Futtegurh.	Lucknow.	Kussowlie.	Goojrat.	Simla.	Calcutta.	Allahabad.	Mooltan.	Umballa.	Subathoo.	Burma.	Sealkote.	Umritsur.	Dinapore.	Benares.	Hurdwar, Oudh.
1	2	3	5	1	13	9	3	3	3	1	4	1	2	1	1	2

187. Auckland House, as now constituted, is well suited for a school, but the building expenses have been considerable, and unfortunately there is no extra room. The house is already full.

Accommodation.

188. Without overcrowding no more can be received. Up to the present the health of the school has been excellent, and there is no reason why it should not so continue.

Sanitary.

189. The education imparted is said to be of a useful rather than an ornamental character. But here, as elsewhere, it is absolutely necessary for the Head Mistress to pay attention to what are known as extra subjects. The hours of study are 6½ daily: 5 hours are given to English, 3 weekly to French, 4 to drawing, and each pupil has 6 hours weekly for music. The formation of the classes is as follows:—

Educational.

Class.	Number.	Average age.	
1st Class	5	15	19
2nd „	16	14	16
3rd „	13	11	15
Lower Third	11	9	12
4th Class	10	7	10

The average time the girls have been in school is from one to five years.

The Circle Inspector made the following entry in the log book, September 1872:—

"I have recently examined all the classes of the Punjab Girls' School, and have, on the whole, been very well satisfied with the results. The girls are very well up in their subjects. In Geography and History they are very proficient, and all the classes to the lowest read well and write very correctly from dictation. In Arithmetic the upper classes are not so well up as they should be. I found them unable to solve questions not in their book. They should be practised without assistance in sums which require a little thought in the solution. I hope to see an improvement in this respect next year. I think the school has suffered from frequent changes in governesses, and I have pointed this matter out to the Governors. I have given a subject for a prize essay, and will record the result here."

THE CONVENT, SIMLA.

III.

109. As usual with Roman Catholics, there is a boarding school and an orphanage under the same building managed by the same ladies, but in all other ways distinct. The Government grant dates from 10th April 1861. Rs. 500 per mensem were passed in the Military Department for "the support at Simla of a Roman Catholic Orphanage exclusively confined to the children of British soldiers." At this time the orphanage was for both sexes. Subsequently the boys were removed to Mussoorie, the girls remaining at Simla. At the same time the Roman Catholic Bishop diverted half the military grant from Simla to Mussoorie. From

Convent, Simla.

June 1872 the Punjab Government have sanctioned an educational grant of Rs. 250 per month. There is consequently a total of Rs. 500 per mensem drawn directly; and of the sums returned as fees in the table, Rs. 5,609, or $\frac{1}{3}$, are received from the State, on the Rs. 10 per head principle, for military children who are fatherless. About 30 of those now present would seem to have their mothers living. But naturally the numbers are always changing. The main point to be derived is that, out of a professed total expenditure of Rs. 25,000, two-fifths were received from the State, something less than this from fees, while rather more than one-fifth must have fallen on the funds at the disposal of the Roman Catholic Bishop.

In the Convent School two-thirds are probably Protestants. About 10 of the mixed civil and military children, numbering (October 1872) 100, are of the same persuasion.

There are 11 religious ladies in the two schools engaged in education. As they receive only food and clothing, there is no great advantage in limiting the number of teachers. The institution is subject "to the inspection of the Director of Public Instruction, Punjab, of the Superintendent of Army Schools, and to the visitation and report of a Local Committee consisting of the Superintendent, Hill States, the Adjutant General of the Army, and the Senior Medical Officer, or such other persons as the Government may choose to appoint." These visits are paid quarterly by the Medical Officer. About Christmas the annual inspection is held by the whole Committee, and of this due notice is given beforehand.

LAHORE HIGH SCHOOL.

IV.

191. The Lahore High School was founded in 1862 for the education of Christian boys. It had at first many difficulties to encounter, and enjoyed but a varied success.

Early history.

"In 1868 the school removed into a building of its own with good out-offices and a spacious play-ground attached to it—a house that is large enough, and planned so as to meet the requirements of the school for many years to come. It contains accommodation sufficient for the two masters and some few boarders, besides a large school-room.

"The total expenditure on this building has amounted to Rs. 21,336, half of which sum was raised by public subscription, and half represents the Government equivalent."

192. The following extract from a memorandum published by the Committee shows the accounts up to June 1871:—

Financial.

Accounts up to June 30th, 1871.

1.—The funds of the school consist of—

A.—Government securities.

B.—Cash.

2 A.—The Government securities are kept by the Treasury Officer, Lahore. They are as follows:—

		Rs.		
Endowment Fund		20,000	at 5	per cent.
Scholarship Fund	Rs. 2,500	1,500	at 5	" "
		1,000	at 4	" "

TOTAL—Twenty-two thousand five hundred.

3 B.—The cash balance is retained also by the Treasury Officer. This account stands in the name of the "Lahore High School Deposit Account." All monies received by the Honorary Secretary on account of the school are forwarded to the treasury with a "receipt cheque." All disbursements are made similarly by "disbursement cheque."

4.—Thus, irrespective of the school books, the treasury keeps up an account of the income and expenditure, and the way to test the school accounts is to see that they tally with the treasury balance.

5.—The balance in the Government treasury on the 30th June 1871 was 2,977-14-6. This is shown in the school account as follows :—

	Rs.	A.	P.
Endowment Fund	2,720	7	9
Current „	257	6	9
TOTAL ...	2,977	14	6

6.—The school books show the accounts under four main heads—

(*a*) Current Fund (*c*) Endowment Fund.
(*b*) Building „ (*d*) Scholarship „

7.—(*a*). *Current Fund.*—This shows the regular income and expenditure of the school. The sources of

Income are—	Rs.	*Expenditure are*—	Rs.
1. Government grant-in-aid, at ...	1,500	1. Tuition accounts ...	4,400 p. a.
2. Municipal grant, 30 p. m. ...	360 p. a.	2. Establishments ...	300 p. a.
3. Endowment Fund interest ...	1,000 p. a.	3. Miscellaneous ...	300 p. a.
4. Subscriptions ...	140 p. a.		5,000
5. School fees averaging ...	1,500 p. a.		
	5,000		

8.—The actuals for the year ending 31st March 1871, shown in the balance sheet submitted with the report, represent as a total—

	Rs.	A.	P.
Income	6,109	3	1
Expenditure	5,240	9	3
Balance ...	868	9	10

9.—The Government grant-in-aid is due for April, May and June 1871, and the municipal grant of 30 per mensem for March, April, May and June also remains unpaid.

10. (*b*).—*Building Fund.*—The fund was closed by a resolution of the committee, No. VII of 1st June 1871. All receipts and contributions to this fund will in future be credited to the Endowment Fund, which has paid Rs. 2,928-3-11 of debts due by this fund. Government owes this fund Rs. 1,695 (equivalents unpaid). This on recovery will go to the Endowment Fund, but the rest, *viz.*, Rs. 1,233-3-11, will stand permanently against that fund.

11. (*c*).—*Endowment Fund.*—This fund now stands as follows :—

			Rs.	A.	P.
Government Securities			20,000	0	0
Cash in Treasury			2,720	7	9
Building Fund Loan—					
Recoverable ...	1,695	0 0	2,928	3	11
Irrecoverable ...	1 233	3 11			
TOTAL ...			25,648	11	8

Government owes Rs. 474 to this fund for equivalents for subscriptions raised during the past year. The detail is shown in the account books.

12. (*d*).—*The Scholarship Fund,* founded by the donors of the Lake Testimonial Fund, allows of two scholarships of Rs. 95 and Rs. 40 per annum being annually presented.

Government.

193. The board of management consists of five *ex-officio* and eight non-official members, with a sub-committee for the disposal of business. The management of the school as to details is now entrusted to the Revd. Mr. Baldwin, Chaplain of Lahore, and Mr. Parker, Small Cause Court Judge, is Secretary and Treasurer.

Administration.

194. The staff of the school has changed considerably. There is at present a strong staff with a clergyman brought from England as Head Master. The school is generally subject to the Director of Public Instruction, and is obliged to conform to all the regulations of grant-in-aid schools. It is annually examined by the Inspector of the Circle; and when necessity arises, as it did in 1869, the school having sunk to a low ebb, that officer seems to have had the power of examining the accounts and testing the sources of private income by which the grant-in-aid is calculated.

195. Hitherto there has not been much success in attracting and keeping boarders. They have come and gone. It is now, I understand, proposed to erect a separate boarding house. The number of pupils has never been much above 30, and their average attendance has not been good.

Results.

Educational.

196.—The Director of Public Instruction informs me that—

Boys are prepared here for the Rurki and public examinations. The school is divided into two departments (*a*) the Classical School, and (*b*) the Modern School. In the former the course of study includes Latin, Greek, Mathematics, Physical Sciences, Urdu and Persian. Rs. 30 per mensem are charged for boarders, Rs. 10 for day scholars, and Rs. 5 for drawing. In addition to these rates, Rs. 40 *per annum* are charged to boarders, and Rs. 10 per annum to day scholars, for medical attendance, stationery and tailor. In the *Modern School* the course of study includes Geography, History, Grammar, Arithmetic, Writing and Urdu. Rs. 6 per mensem are charged in this department, a reduction being made for boys under eight years of age, or when more than one of the same family are sent. These terms have been fixed by the sub-committee. Rs. 2,462-3-0 represents the Lake Testimonial Fund, the interest of which, Rs. 100 per annum, is given to the winner of the scholarship.

GIRLS' HIGH SOHOOL.

V.

197. A High School has recently been established for female children of Europeans for the class whose male children attend the Boys' High School. A fee of Rs. 10 per mensem is charged. In November 1871, 16 pupils attended and the number was expected to increase to 30. The Directors recommended that a grant of Rs. 80 per mensem, at the rate of Rs. 5 for each girl, be allowed from 1st April 1872, but I am not aware with what result. This school has no funded property, and there is no provision for boarders.

MURREE SCHOOL.

VI.

198. The Murree-cum-Pindee School was established in the year 1866, chiefly by the exertions of the Director of Public Instruction, the late Major Fuller. The school is open at Murree from May to October, and during the remaining half of the year at Rawul Pindee. At the latter place the committee own a house, which they purchased for Rs. 12,000. For this purpose collections were made, which, with a special grant, Rs. 2,502, from Government (July 1867), amounted to Rs. 6,000. Of the purchase money there was in May 1870 a sum of Rs. 5,300 still owing; some reduction has since taken place. This house provides school rooms, and also a residence for the Principal, her assistant, and 20 boarders.

At Murree a house is yearly rented for about Rs. 1,000, and here as many as 24 boarders can be accommodated. No more than 16 have, however, been in residence at one time.

There is a school committee composed of gentlemen residing at the stations to watch over the interests of the school, and who should control expenditure; but they do not take much part in regulating the course of study or in any other arrangements which are practically made by the Principal, Mrs. Harris, and the boarding school is entirely under her management. It is indeed a private establishment in close connection with the aided school.

For tuition alone the charge is Rs. 12, while boarders pay an aggregate of Rs. 40 per month. This latter class supplies the steady element in the school. The charges to and from Murree, and the fluctuating character of the residents of these stations, causes a very irregular attendance on the part of the day scholars. The payments are varying—

			Rs.
The 1st grade (officers' children) pay		for 1st child ...	12
Ditto	ditto	for 2nd do. ...	8
Ditto	ditto	for 3rd do. ...	5

while the 2nd grade, people of a lower class, pay for first child Rs. 5, for any other Rs. 3. About one-third of the children belong to the 1st grade; and it often

happens that two or more boarders of one family are taken at reduced rates, while Mrs. Harris has regularly kept one child free of all expense.

The ages of the children in the school are from 4 to 14 years. The boys generally leave early. There are some three classes, excluding the infant school, which is under the management of Miss Peake. An attempt was made to establish a lower school, but it was not responded to, and the Committee therefore closed it.

Mrs. Harris' system of instruction seems to give satisfaction to the educational Inspectors, and the school is in favor with all classes of the community. It certainly supplies a much-felt want. As the children are mostly young, their studies are of a simple character, but they are said to be well grounded in Arithmetic, History, Geography, to read English poetry well, and to write dictation fairly; and the influence of the school training is shown in the children's behaviour out of school hours and at their homes. Mrs. Harris' great skill as a teacher and disciplinarian is highly spoken of.

In 1870 Mr. Pearson, Inspector of Rawul Pindee Circle, calculated that the average cost for each child was Rs. 16, of which Government contributed Rs. 7. And this is justly said to be an excessive price for a plain English education for young children. But the circumstances which are unusual, the moves between Murree and Pindee, render reduction very difficult.

The monthly income and expenditure was (in 1870) estimated thus :—

Income.	Rs.	Expenditure.	Rs.
Fees ...	300	Salaries ...	330
Grant ...	250	House-rent ...	140
		Miscellaneous ...	80
Total ...	550	Total ...	550

And the Punjab Government, looking at the peculiar position of Murree, the good the school was undoubtedly doing, and the large number of children who might benefit by it (there are said to be 200 of a school-going age at Murree during the season), sanctioned the continuance of the grant "as a special case" (Secretary to the Punjab Government's No. 600 of the 26th October 1871)

ANARKALI GIRLS' SCHOOL.

VII.

199. There was a station school at Anarkali for European boys and girls, to which a grant of Rs. 100 per mensem was allowed by Government. The male department of this institution was broken up on the establishment of the Lahore High School, to which the boys were transferred, and the grant to the former was reduced to Rs. 50 per mensem from 1st May 1862, towards the close of which year the grant was increased to Rs. 70 per mensem. In this school, which is called the Anarkali Girls' School, female children of the Europeans of the middle classes are taught. It has no funded property, and the expenditure during 1870-71 amounted to Rs. 1,668-4, of which Rs. 840 were paid by Government as grant-in-aid, Rs. 646-4-0 were derived from fees, and Rs. 400 from other sources. There is no provision for boarders, and the rate of fees for day scholars varies from Rs. 2 to 10 per mensem. The attendance in October 1871 was 48.

LAHORE CHRISTIAN GIRLS' SCHOOL.

VIII.

200. This school was established in 1864 for the purpose of giving a superior English education to the daughters of Native Christians. Its benefits were subsequently extended to all Christian girls.

Application for a grant-in-aid of Rs. 35 per mensem was made and sanctioned (October 1864); and this was increased to Rs. 90 from April 1868. The

school was at first held in the chapel at the Mission compound, but a building was subsequently erected at a cost of Rs. 1,05,797. Of this the Government gave Rs. 3,900. A large part of the fund seems to have been raised by a fancy sale, the proceeds of which were devoted to the erection of a wing—the northern wing—for European boarders. Experience had shown that the school as originally designed was too expensive for Native boarders (boarding expenses at one time cost Rs. 26 per child, independent of tuition, which added Rs. 8 for each scholar), and gave an education which was quite unsuited. The building consists of two school rooms surrounded by verandahs, a residence for the mistress and out-offices. The boarders' portion, which is part of the main building, was, as has been shown, built by private exertions.

The original committee of missionaries then appealed for assistance to the European community, who apparently insisted on the admission of all Christian children. The active management of the institution was now made over to a committee of ladies, a mixed committee of laymen and Missionaries supervising their proceedings. The President of the Ladies' Committee was Mrs. Saunders Abbott, whose husband's position as Agent to the Punjab line brought her in contact with the railway employés; and it was hoped that their children would flock to the school, which is conveniently situated near the railway lines.

At this time, November 1869, the school consisted of but 1 boarder and 9 day scholars. The average number of either class had been 6 and 15·5 respectively. There are now on the rolls 11 Europeans, 6 Eurasians, 10 Natives = 27. Boarders have so entirely fallen off that the boarding house establishment has been reduced, and the wing built for European boarders has been let.

Though it is not likely that European children will, there being other schools available, be sent to live with Native boarders, yet the missionaries seem to consider that a boarding school for Native girls is required at Lahore; and they therefore propose to affiliate this institution to a Home Society, who would then provide a lady as manager. Some action in this direction has lately been taken, but to what purpose I am not aware.

The education that is given extends over English Reading and Writing, Grammar, Geography, and the first four simple Rules of Arithmetic. Plain and ornamental needle-work and singing are also taught. Daily instruction in the Scriptures is given. At various times the school has been well reported on by the Government Inspector.

The fees charged are as follows :—

Boarders, 1st child, Rs. 16; 2nd, Rs. 14; 3rd, and any other Rs. 12 each.
Day boarders having two meals at the school .. „ 10 „
Day scholars, 1st child, Rs. 2; 2nd Rs. 1-8; 3rd ... „ 1 „

The school fees do not amount to a large sum, about Rs. 30 per mensem; but the subscriptions of the public are considerable. In the last four months (1871) they have amounted to Rs 1,295. The following is a statement of the income and expenditure of the Christian Girls' School at Lahore from 1st April to 31st December 1871, 9 months :—

Receipts.	Rs.	A.	P.
Fees from children	257	8	0
Public subscription	844	0	0
Miscellaneous (*a*)	450	0	0
Grant-in-aid	810	0	0
	2,361	8	0

Expenditure.	Rs.	A.	P.
Tuition	1,350	0	0
Domestic establishment and servants	301	0	0
Miscellaneous (*b*)	263	4	6
	1,914	4	6

(*a*) Vacant wing of building rented.

(*b*) Includes repair to buildings and roads.

The average number of pupils on the rolls monthly during this period was 29, and the monthly average of expenditure amounts to Rs. 212-11-2. The monthly average cost of each pupil's education was Rs. 7-5-4.

This school has no funded property, and there is no provision for boarders.

LOWER SCHOOL.

201. Captain Holroyd, Director of Public Instruction, gave me the following information regarding a day school lately established at Lahore:—

"The Revd. J. R. Baldwin, Chaplain of Lahore, established a school in May 1871 for male and female children of the poorest class of the European and Eurasian community. No fees are charged, because the inmates of this institution are in very indigent circumstances. A subscription of Rs. 50 per month is collected, and application for an equivalent grant was made, which I recommended for sanction, with effect from 1st April 1872, but it is doubtful whether funds will be available. In November last 30 children were under instruction and the number was anticipated to rise to 60. This institution has no funded property, and there is no provision for boarders."

THE MAYO INDUSTRIAL SCHOOL, SIMLA.

X.

202. The Mayo Industrial School was established with the object of affording a really cheap home and industrial home to the female children of the poorer classes of Europeans and Eurasians.

"The industrial element in the training is 'said to be' one of the main features of the institution. There is no intention to bring up the children to positions which their parents never occupied, but to teach them needle-work, housewifery, cookery, laundry-work, attention to the sick, management of children, &c. Brought up thus in habits of domestic industry, getting a plain practical education, and enjoying a thoroughly moral and religious training, it is hoped that the girls will be fitted to take their places in a sphere of life corresponding to that occupied by their parents."

The institution is not simply an orphanage. Knowing that there are many poor girls in the plains whose circumstances are even more pitiable than those of orphans, the Committee wish to afford a home to those who need.

While destitute and orphan girls are admitted on payment by subscription or otherwise of Rs. 360, fees of Rs. 10, or for 2 sisters of Rs. 16, or for 3 of Rs. 20, are received from those who can afford to pay.

In a hill climate it is possible to bring up girls to manual labor in a way that cannot be expected in the plains. If this institution were part of, or even in communication with the Female Martiniére, Lucknow, or the European Female Orphan Asylum of Calcutta, great good might result. But recently founded, it will, in these days of careful economy, have a hard struggle, unaided, to take up its proper position.

CENTRAL

Number.	Name of School.	Where located.	When founded.	Denomination or Creed.	Under what management.	NUMBER OF CHILDREN.					
						Day Scholars.		Boarders.		Total.	
						Male.	Female.	Male.	Female.	Day Scholars.	Boarders.
I	Bishop's School	Nagpore	1863	Christian ...	Local Committee	63	...	7	...	63	7
II	St. Francis deSale's School ...	Ditto	,,	Roman Catholic ...	Bishop of Kamthi	105	...	54	...	105	54
III	St. Joseph's Convent Girls' School	Kamthi	,,	Ditto ...	Ditto	...	102	...	...	102	...
IV	St. Joseph's Boys School ...	Ditto	,,	Ditto ...	Ditto	...	58	...	76	58	76
V	Christ Church Orphanage ...	Ditto	,,	Protestant ...	Chaplain	...	...	22	...	...	22

PROVINCES.

Annual Receipts.						Annual Expenditure.					Monthly maximum payment, exclusive of accomplishments.		Monthly Expenditure on Boarding per head.					Remarks.	
Balance.	Interest of Endowment.	Government Grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head.	On boarding.	On boarding per head.	Total.	Day Scholars.	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.		
Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
1,276	1 318	2 3,220	2,202	1,069	8,175	4,488	64	...	...	4,488	3	23	Boarding, a private arrangement.					I	At page 203
...	..	1 1,632	4,368	2,290	2 8,280	4,710	30	6,912	128	2 11,441	...	...	1	8	1	...	10	II	„ „
..	...	600	121	1,375	2,096	2,096	21	...	...	2,096	...	...	...	..	...	...	...	III	„ „
..	...	1,220	517	2,049	2 3,786	3,756	29	8,664	114	2 12,430	...	...	2	6	2	...	10	IV	„ „
682	...	300	114	1,665	2,761	386	18	2,000	93	2,390	Free.		3	4	8	8	8	V	„ „

I.—1 Rs 318 is the rent of a small house.

2 Rs. 300 of this is a special grant from Military Department to allow boys of the Ordnance Department being admitted at reduced rates Rs. 2,930 is the Government equivalent to the total of fees collected. The veto which restricts this equivalent to half the educational expenditure is apparently overlooked

II.—1 Of this Rs. 432 represents scholarships.

2 The balance is met from Mission Funds.

CENTRAL PROVINCES' INSTITUTIONS.

203. Bishop's School at Sitabaldi, Nagpore, was founded for the education of middle class boys located in the Central Provinces. It is under a local committee, and is in no way connected with the Government, although educational officers are privately interested in it. The school receives a grant-in-aid as well as assistance from the Military Department as doing the work the old Ordnance School did.

The school is carried on in a house of its own, which the committee are now in a position to enlarge. One or two boys have been sent up to the University Entrance. But the school, being similar to other Bishop's Schools in the plains, seldom keeps its boys long.

"The regular course of instructions includes Scripture, English, Geography and Mapping, Arithmetic and Algebra, Euclid, Trigonometry, Ancient and Modern History, Music and Drawing."

The three Roman Catholic schools are of the usual character. St. Joseph's Boys' School, Kampthi, and the Protestant Orphanage, afford an elementary education. The latter is of a class common in Madras cantonments.

BRITISH BURMAH.

BRITISH

The accompanying was received from Director, Public Instruction, Burmah, on

Number.	Name of School.	Where located.	When founded.	Denomination or Creed.	Under what management.	Number of Children. Day Scholars. Male.	Day Scholars. Female.	Boarders. Male.	Boarders. Female.	Totals. Day Scholars.	Totals. Boarders.
I.	Diocesan School	Rangoon	1863	Church of England ...	Committee of 4 ex-officio and 3 non-official members.	58	39	..	..	97	..
II.	Town School	Moulmein	1864	Christian	Election Committee.	a 80	60	..	..	140	..
III.	St. Paul's School	Rangoon	1860	Roman Catholic ...	Bishop ...	† 225	..	20	..	225	20
IV.	St. John's School	Do.	1862	Ditto ...	Do. ...	..	62	..	32	62	32
V.	St. Patrick's School ...	Moulmein	1859	Ditto ...	Do. ...	† 140	..	15	..	150	15
VI.	St. Joseph's School	Do.	1864	Ditto ...	Do. ...	..	70	..	29	70	29

a I.—The only Boarders are a few kept by the Masters may receive privately.

a II.—The average number for 1871-72 was 114, which is the divisor used to find annual expenditure on education per head.

† II.—The Master takes a few boarders to accommodate the children of those parents who do not reside in Moulmein. There are at present 3 girls and 5 boys thus accommodated. The charge for 1 boarder being Rs. 40, that amount including schooling, books, and flooky-dues, repairs of clothes, &c., in short, all charges but those for clothes; music (when taught), and medical attendance. The latter has never been needed yet.

a III, & V.—Some of these are Burmese.

BURMAH.

the 20th March 1872, *i. e.*, some time after the Report had been sent to the Press.

Annual Receipts.						Annual Expenditure.					Monthly Maximum Payment, Exclusive of Accomplishments.		Monthly Expenditure on Buildings per Mensem.					Remarks.
Balance.	Interest of endowment.	Government grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head.	On boarding.	On boarding per head.	Total.	Day Scholars.	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
174	—	2,000	5,773	—	8,947	8,674	98 0½	—	—	8,674	6	—	1	Private arrangement.				At pages 142
—	—	2,000	6,865	473	9,338	9,338	87 9	—	—	9,338	6	—	1	Ditto ditto.				
—	—	2,000	5,818	—	8,878	7,328	24 0	—	—	7,328	2	—	No information.					
—	—	1,000	4,250	1,056	6,796	7,500	47 10	—	—	7,500	5	—	Ditto ditto.					
—	—	1,000	2,811	—	3,811	4,055	23 11	—	—	4,055	7	—	Ditto ditto.					
—	—	1,000	3,084	710	5,005	3,841	46 0	—	—	3,841	8	—	Ditto ditto.					

The style of education is much the same in all, but in the Town School and the Diocesan School, it is carried a little higher. No other language but English is taught in any of them, except at the Diocesan School, where Latin is attempted. The subjects taught are Arithmetic, Elements of Euclid, Elements of Algebra, Geography and different periods of History. In the Town School the education is very thorough, though the standard is not high. The general principles on which the grant is calculated are (i) the efficiency of the school, (ii) the proportions of the grant to the private resources. The Educational Department seem to consider that the Moulmein Town School owes its superiority to the fact that its Committee are independent, i. e. the Members are elected without any regard to their Official status, but with simple reference to the degree of interest they take in the welfare of the school. The vacations are 3 weeks at Christmas, 2 weeks at Easter, 1 week during the Burmese boat races, 1 week in June or July, and public holidays. This seems a good division.

BRITISH BURMAH.

204. I have not succeeded in obtaining any returns of the European and Eurasian schools in British Burmah. Whether this is owing to a mistake in the office of the Home Department, whence my letters and returns asking for information were despatched after my departure to Madras in January 1872, or to a misapprehension in the Director of Public Instruction's Office in Burmah, I cannot say. The latter gentleman subsequently promised to fill up my returns, but I have not up to date (20th January 1873)received them, so that the information I am able to give is meagre and incomplete, and yet the schools for the European and half-caste population in Burmah probably require at least as careful consideration as in any other province.

Diocesan High Schools I believe, exist at Rangoon and Moulmein. The former was opened in 1864; subscriptions were raised and a building erected, which allows a pretty thorough segregation of boys and girls. That the schools are required is shown by the attendance which the Revd. Mr. Crofton, formerly of Rangoon, tells me "has averaged somewhat in excess of 100 for the last four or five years, of whom about two-thirds are generally boys and one-third girls." Apparently the school is not very successful financially, as the Diocesan Board in one year (1872) gave assistance on two separate occasions. The following extract from a progress report published in 1862 will be serviceable:—"The school is, in accordance with the original design for which the monies were entrusted to us, to be placed in connection with a Diocesan Board of Education, of whom the Bishop is to be the head. But this connection will not, and indeed cannot, be of such a nature as to do away with the necessity of a local governing body."

MYSORE.

Number.	Name of School.	Where located	When founded.	Denomination or Creed.	Under what management.	NUMBER OF CHILDREN.					
						Day Scholars		Boarders.		Total.	
						Male.	Female.	Male.	Female.	Day Scholars.	Boarders.
I.	Bishop Cotton's School ...	Bangalore	1865	Church of England ...	Committee	108	64	16	18	172	34
II.	St. Andrew's School	Ditto	1866	Presbyterian ..	Bishop	46	...	13	...	46	13
III.	St. Joseph's Seminary.. ...	Ditto	1864	Roman Catholic ...	Ditto	48	...	71	...	48	71
IV.	Convent of the Good Shepherd ...	Ditto	1854	.. ...	... ...	...	45	...	70	45	70
V.	Wesleyan Girls' School ...	Ditto	1855	Wesleyan ...	Mission	...	60	...	...	60	...
VI.	Cantonment Orphanage ...	Ditto	1866	Church of England ...	... ...	. .	...	26	26	...	52
VII.	St. John's District School ...	St. John : Hill	1854	Ditto	Mission	78	132	...	...	210	...

I.—1 Although the boarding expenses are given by the Head Master and Honorary Secretary, they are not included in the School

II.—1 The same remark applies to this school, the details of Boarding expenditure are here given, but the arrangement seems a

III.—1 Rs. 1,200 grant-in-aid, Rs. 1,397 allowance to Military children. 2 Includes boarding fees. 3 This is an impossible Rs. 12 and orphan boarders Rs. 5 per mensem for food and servants, thence a total of Rs. 3,141" and it is stated that there were

IV.—1 Rs. 1,200 grant-in-aid, Rs. 1,596 allowance for Military children. 2 The deficit Rs. 5,128 is made up from Mission

VII.—1 Of this Rs. 1,461 are the result of special subscriptions. 12 It is said that the year under review must not be taken as an

SORE.

Annual Receipts.						Annual Expenditure.					Monthly maximum payment, exclusive of accomplishments.		Monthly Expenditure on Boarding per head.					Remarks.
Balance.	Interest of Endowment.	Government Grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head	On boarding.	On boarding per head.	Total.	Day Scholars	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs	Rs.	
...	..	5,400	10,642	..	16.042	15,840	80	..	1 235	15,840	10	35	..	No details		.	19	I at page 140 & 220
..	..	2,400	2,972	.	5,372	5,725	90	..	1 331	5,725	6	35	4	14	.	8	26	II „ 149 &
..	24	1 2,597	165	2 4,475	7,261	3,850	27	3 3,145	3 44	6,995	3	12	.	No details		..		III „ ...
..	..	1 2,796	615	691	2 41,02	4,170	36	5.060	108	9,230	5	25	1	6	1	1	9	IV „ ...
193	...	960	1,847		3,000	3.107	56	..		34,007	4	...	.	.	..	.	..	V „ ..
426	..	720	1,077	1,744	3,967	1,278	24	2,412	48	3,690	...	7	.	3	8	8	4	VI „ 151 &
960	..	1,800	441	1 4,373	2 7,574	4,937	23	...	..	4,937	1	..	..		.		...	VII „ 152 & „

expenditure. Hence the insertion of the average only.

private one.

figure. Details have not been given, but there is an entry under heading " last year's average expenditure as follows .—1st class boarders Rs. 100 clear profits on the year's transaction .

Funds.

ordinary year.

EUROPEAN AND EURASIAN SCHOOLS IN MYSORE.

BISHOP COTTON'S GRAMMAR SCHOOL AND COLLEGE, BANGALORE.

I.

205. The Bishop Cotton's schools were established at Bangalore, 1865, in accordance with a scheme framed by the late Lord Bishop of Calcutta and approved of by the Supreme Government.

The design of the Boys' School and College is to impart a sound English and General Education, on Church of England principles, to the children of European and Eurasian parents.

The education is specially adapted to the circumstances and wants of each pupil.

The institution is divided into—

I.—COLLEGE DEPARTMENT.

Class Vth Form: F. A. Students.
Do. VIth „ B. A. „

II.—UPPER SCHOOL.

Do. IIIrd Form: Matriculation (first year.)
Do. IVth „ „ (last year.)

III.—LOWER SCHOOL.

Class Ist Form: Beginners.
Do. IInd „ Latin, &c. | Each form has two *removes*.

The course of instruction pursued in the school is brought into unison with the requirements of the Madras University for the Matriculation, First in Arts and B. A. Examinations, for which pupils are annually presented at Bangalore.

In addition to the regular studies of the school, there are special classes for Surveying, Civil Engineering, Vocal and Instrumental Music, Drawing and the Vernaculars.

The table of tuition charges is as follows:—

College Department	Rs.	10	0 0
For the Matriculation Classes, per mensem	„	7	0 0
Lower School, Upper Form	„	5	0 0
Do. Lower do.	„	3	0 0
Surveying and Engineering Class	„	10	0 0
Music	„	8	0 0
Drawing...	„	1	0 0

BOARDERS—PER MENSEM.

For each boarder (exclusive of tuition and extras)	Rs.	35	0 0
When more than one from a family (each)...	„	32	0 0
Washing and mending	„	2	0 0
Ordinary medical attendance	„	1	0 0
Entrance Fee	„	10	0 0
Foundationers (nominated by the Committee)	„	25	0 0

These schools have had a chequered existence, at one time with scanty attendance, again well filled; and it is probably owing to the accounts sent me by the Warden and by the Honorary Secretary separately, referring to different periods that I have found it necessary to make up my own tables. A small sum, Rs. 3,000 only, was raised as a memorial to Bishop Cotton. The name and associations had not the same influence in Southern as it had in Northern India. However, a master and mistress were brought out from England and the schools established. Up to the present time they have not been very successful. The Honorary Secretary tells me that—

"The school contains Roman Catholics, Presbyterians, Wesleyans, Baptists, Independents. The Holy Scripture is daily expounded by the Warden, but there is and has been a thorough determination on the part of the Committee to make the schools available to all classes of Christians."

That this has not always been the feeling is evidenced by the fact of the Scotch Community having within the last few years established a school of their own. As there is not room for two large schools of this character in Bangalore, we see the first cause of the non-success that has hitherto attended Bishop Cotton's School. Another reason was doubtless the unsatisfactory relations between the Committee and the Head Masters. Three men in succession gave

up the appointment because of the Committee's interference. The present man has carried the Committee with him, and consequently public confidence has been restored.

I am informed that

"Dr. Pope has authority over both schools. There is no necessity, as far as this Committee is concerned, to make any distinction between them, or to separate their accounts. We have made no formal announcement of the fact, but in reality Dr. Pope is Warden of the whole establishment, and this will be stated on the completion and occupation of the buildings. He opens both schools every morning, gives a Bible lecture at each, examines and teaches, as a rule, for one hour each day in the Girls' School, and has entire control over the education. As soon as the new buildings are completed, he will have as much to do with one as the other. The 2nd Master from the Boys' School now teaches for three hours daily in the Girls' School. They are one establishment as far as it is possible that they should be."

In the Account Statement the boys and girls' grant-in-aid is shown together. They are both calculated, the one amounts to about Rs. 3,756, and the other to Rs. 1,644 by Lord Canning's rules. The Honorary Secretary is of opinion that if the Madras salary grant system was in force, a much higher grant would result. That is possible, but a simpler remedy would seem to be a re-calculation of the expenses on which the grant was originally assigned.

I was told that the present sum—"was thought too much by Mr. Bowring, the Commissioner, but that Government over-ruled the objection, and granted the whole sum applied for." But as the numbers, since then, have increased, and the expenses with them, it was open to the Committee to obtain a fresh allotment. It seems to me, according to the figures given below, that the monthly grant should be at least Rs. 700, or Rs. 8,400 per annum. These figures are furnished to me by the Honorary Secretary :—

	Rs.		Rs.		
The Warden	500	Head Mistress	150		
1st Master, B. A., Trinity Hall, Cambridge		2nd Do.	80		
		3rd Do.	20		
2nd do. B. A. Madras					
3rd do. F. A. „	230*				
4th do. „ „					
5th do. Matriculation „					
6th do. „ „					
	730		250		
...	...	...		980	
Rent of houses ...	...	...	...	400	
					1,380
Board of 16 boys ...Rs. 333	...	... Rs. 20 per head.			
„ 18 girls ... „ 190	...	... „ 10 „			
House steward, servants, boys ... Rs. 118		... „ 7 „			
Servants (girls) ... Rs. 54	...	... „ 3 „			
			Rs.	695	
					2,075

The incidence of boarders is given with the idea that the relative proportion of boys and girls has not been altered. If it is correct, there is great room for economy.

The rate of fees has been shown, but it is said that the Committee—

"considers every application made, and admits at lower fees, whenever there seems to be a necessity. We never send a child away; about a third of the children are admitted on reduced terms, their parents being pensioners, or themselves being orphans. We are steadily contemplating the establishment of scholarships, so as to bring a good education within the reach of any European or Eurasian child."

The rate per head for boarding, both as shown by Dr. Pope and the Honorary Secretary is extremely high. A high educational rate would be comprehensible, as all the buildings are rented. But these charges are kept down owing perhaps to the under-masters being but poorly paid. †

The Honorary Secretary states—

"We have purchased a site (the most desirable one for our purpose in Bangalore) and have borrowed money on a mortgage to erect buildings for the whole establishment. These will be finished in a few months. The plans had the sanction of the General Committee and will

* This sum is allowed the Warden to find masters. It is said that he expends (privately) much more.

† If the surmise of the Secretary is correct, and higher salaries are paid to them than are allowed, it seems hardly a wise or prudent step on the part of the Committee.

give us admirable accommodation for the whole establishment and for 200 boys and 100 girls. Our debt is about 50,000 rupees, and we pay 8 per cent. interest. This interest is, however, less than the rent we should otherwise have to pay. We felt that we could not raise funds for the buildings unless they were actually begun. At present we have only few subscriptions for the buildings; the list does not show more than Rs. 4,000 actually promised. We believe, however, that when the buildings are completed our numbers will soon be doubled, and people will then aid us to pay off the debt. In due time also we hope for a Government grant to the building fund. The Chief Commissioner was present as President of our Committee when these arrangements were made, nominated the official trustees, and heartily approved of our plans.

"This course of action was first suggested in October 1870, when the Metropolitan was here and presided at a meeting of the General Committee."

This General Committee meets only once in the year unless especially summoned; the Executive Committee, on the other hand, is said "to meet regularly every Saturday morning in the Warden's house, and oftener when necessary." The following gentlemen are said at present to constitute the Executive Committee:—

The Chaplain, of St. Mark's.
The Honorary Treasurer.
Head Master, Government High School.
The Warden of the Schools.
Three other gentlemen and the Honorary Secretary.

The following memorandum by the Warden may be inserted:—

"1. The establishments are only now assuming an important and permanent character.

2. The Committee have made arrangements for such an extension of the whole institution as shall enable it to cover the whole ground.

3. The intention is to place the whole in a few months under the Reverend Dr. Pope as Warden, under whom six masters and four mistresses will work.

4. A site, the most eligible in Bangalore, open, airy, not elevated, has been purchased, and buildings are in course of erection, in addition to those already on it. In about four months they will be completed. They include—

(*a*) A very handsome school room for boys, which will contain 200 pupils.

(*b*) Dormitories, lavatories, &c., &c., for 60 boarders.

(*c*) Principal's house, with refectory, college lecture room, and apartments for 12 Principal's boarders.

(*d*) Girls' school-room, dormitories, &c.

(*e*) Masters' rooms.

These are being built on approved plans under the superintendence of Colonel Sankey, R. E.

5. The cost of the whole—site, buildings, &c.—will be a little above Rs. 50,000.

This has been raised on a mortgage of the property. A friend has taken the mortgage which is to run for 10 years at 8 per cent.

The Committee hope to pay off the half of this by subscriptions, and then to apply to Government for a further sum, according to the educational rules.

6. The only obstacle to the progress of the school has been the want of suitable rooms for boarders.

7. The design of this institution is not to give a free education, but to give such a training as will enable boys to pass the Madras University tests at the cheapest rate. To numbers of poor people this is a great boon; natives are well provided for, and richer people send their children to England; poorer Europeans and Eurasians are in danger of sinking below the level of natives in education."

The rooms now existing are spacious and well ventilated.

Dormitories.

"The domitories, situated about twenty yards north-east of the school-house, consist of a range of buildings divided into five large compartments, (each of which is subdivided into rooms,) running east and west, the entrances being to the west through an open verandah. In these rooms are arranged at equal distances the cots of the boarders, small dressing-tables, with toilet necessaries, being placed between every two. Each compartment has from six to eight beds, along side of which is a carpet-rug over the matted-floor. The cots, which are either of iron or wood, are light and comfortable, and admit of being cleaned easily. Each boy is provided with one or two good blankets. The boys' beds are dusted and adjusted daily, and occasionally

aired and dried; and the bedrooms are swept twice every day, sometimes oftener The whole appearance of the dormitories manifests cleanliness, tidiness, and comfort. They are well ventilated, and at nights nicely lit up with globes, which burn all night.

"The bath-rooms, &c., are situated about twenty or thirty yards north of the dormitories, and consist of well covered-in places, admitting sufficient light and ventilation. They are amply supplied with water, and every precaution is exercised to prevent disease, for which purpose they are frequently sprinkled over with deoderants and disinfectants. Every possible effort is made to preserve a thorough sanitation, towards carrying out of which the introduction of the dry earth system has been thought best.

Bath-room.

"The refectory, a fine large well furnished room, 60 feet by 16, lies to the west of the school. Here the boarders, with the Revd. Mr. and Mrs. Dubois and some of the teachers meet for meals, and judging from the appearance of the boys when assembled, all the comforts of home seem to be afforded them. The boys are supplied with well-cooked and wholesome food, and their wants attended to by the many servants employed for the purpose.

Refectory.

The gymnasium is situated in front of the dormitories, and consists of parallel bars, vaulting bars, swing, giant stride, &c., all well and securely erected, being calculated to preserve the health of the boys."

Exercise.

The following report of the Inspector of the Circle for 1870-71 which I have received may be read :—

"The matriculation class were examined by means of one paper of questions on their Latin studies, namely Virgil's Æneid, Book VI, and Cæsar's Commentaries, Book I, and another on Arithmetic, Algebra, and Euclid, up to the standard of the University Entrance Examination. The average of marks obtained was in neither case high, though sufficient to indicate a general proficiency, being for Latin 25·9 per cent. and for Mathematics 29·2. On analysing the returns of the Mathematical papers, it appears that the comparatively high percentage of 62·2 was gained in Arithmetic, but that the Algebra was a complete failure, though the questions on this subject were such as should have presented no great difficulty. The answers on Euclid produced an average of 28·3 per cent., which might have been higher had the students been less hasty in dealing with the last question.

"Of the first class I regret that I have to report unfavorably. Being set an exercise from Arnold's Second Latin Book, I found that the rendering from English into Latin was almost entirely wrong. Latin into English was better done, and an average of 30·9 per cent. marks gained. The results of the examination *vivâ voce* on Cowper's Task, Book I, which had been studied during the year, would, I consider, have been discreditable to boys of the same age had they never seen the work before, and with none of the remaining lessons in this class did I succeed to my satisfaction. The second class did much better even in the same subject of Cowper's Task, Book I, and displayed altogether more intelligence and greater interest in their lessons, which speak well for the instruction they receive. The third class did fairly well.

"On comparing the curriculum with the printed synopsis of studies for 1870, issued by the Committee in their annual report for 1869, it will be seen that the projected course has not been carried out. No First Arts Class exists, nor is there an Engineering class as set down in the programme. Greek studies too have not been introduced, nor instruction in hydraulics. All which leaves it to be inferred that the plan was rather a sketch of what might be than a summary of what was to be. The domestic arrangements and discipline out of school hours have received much attention from the Principal, and his efforts have been strenuously directed to induce a high moral tone among the boarders. Having accepted, however, the charge of Bishop Corrie's school in Madras, Mr. Dubois is preparing to leave in February and will be succeeded by the Revd. Dr. Pope, who will not, I am informed, undertake the superintendence of the boarding establishment."

I will only add that the latest published report for this school is for the year 1869.

ST. ANDREW'S SCHOOL, BANGALORE.

II.

206. Of the cause that operated to bring this school into existence, I am not in a position to speak with authority.

It was founded one year after Bishop Cotton's School. It is, like it, without endowment or scholarships, supported by grant-in-aid and fees.

"These will vary according to a boy's position in the school.

"Boarders, Rs. 35 a month for all ages. When more than one of the same family are boarders, an arrangement with the Head Master will not be objected to.

DAY PUPILS.

Matriculation Class	6 Rs. each.	Third Class ...	... 3 Rs. each.
First Class ...	6 „ „	Vernaculars...	... 5 „ „
Second do. ...	5 „ „	Drawing ...	... 2 „ „
Gymnastics ...		... 1 Re. each.	

Boarding Establishment.

"The domestic arrangements of the boarding establishment will be presided over by the wife of the Head Master. The cleanliness of the dormitories and the personal comforts of the boarders will be carefully attended to, and visits of inspection will from time to time be made by the members of the Committee."

The buildings are situated close to St. Andrew's Church. They are suitable and convenient both for school and for boarding. In all Rs. 21,000 has been spent on them, half of which the State gave under Lord Canning's rules. The grants-in-aid given to Bishop Cotton's are regulated under those rules. Indeed all the Bangalore schools, (the Educational Department being with the rest of the Commission, subordinate to the Government of India,) have come under the rules prevalent in Bengal and Northern India.

The staff at St. Andrew's School consists of four masters, the highest drawing Rs. 200, the lowest Rs. 40 per mensem.

There is also a Tamil moonshee, a drawing master and a drill instructor.

On the question of education the following from the Educational Inspector's report for 1870-71 may be useful:—

"This institution has also very recently come under the charge of a new master. One student matriculated in December. After the inspection, I reported as follows on the school:—'There are three assistant masters, of whom one has passed the First in Arts examination and another matriculated. The senior class was first examined *vivâ voce* on Goldsmith's Traveller. In reading, the emphasis was frequently misplaced, and the knowledge of the text was too general and uncritical. Papers were then given on Latin and Mathematics. Being informed that they were not ready with Virgil, I introduced a passage from Cæsar for translation instead, but three out of seven students did both. The remaining two students take up, one Hindustani and the other Kanarese for matriculation. These subjects are not taught in the school. The average of marks obtained in Latin was 40·7 per cent., two brothers, I believe recent admissions, being a good deal a head of the others. In Mathematics a general average of 42·3 per cent. was gained, the two brothers before mentioned being second and third. The results as regard Arithmetic and Euclid were good, but in Algebra the average was less than one-fourth.

"The other classes with some exceptions did fairly. The Latin in the first class, however, was not satisfactory. This may perhaps be accounted for by the fact that the first assistant, who usually has charge of the class, does not profess that language, and that hence it has been taught sometimes by the Head Master and sometimes by the second assistant.

"The school seems to be conducted with prudence and due regard to the comfort of the pupils, but it remains to establish a character for scholarship. The boarding arrangements being connected with the Head Master's private residence, away from the school, did not come under inspection.

"On the question of amalgamating this school with Bishop Cotton's, I understand that no obstacles would be thrown in the way either by the Chaplain of St. Andrew's or by the Head Master, provided the union were carried out on a purely unsectarian basis. I doubt, however, whether such an arrangement could endure, even if agreed to, for a time. Lord Canning expressed an opinion in his minute on the subject that "the attempt to accommodate the schools (proposed by the late Bishop Cotton) to the teaching of children of all churches would lead to their failure."

The examinations for prizes both here and at Bishop Cotton's are conducted by amateurs.

The yearly reports, those for 1869 and 1870, are before me, and contain the remarks made by those gentlemen, as also copies of the papers set.

The school is divided into a Senior and Junior Department. The former consists of lads preparing for the University examination, while a standard for the junior classes is laid down in the "Syllabus of Studies." The senior school is examined by means of written papers, the junior *vivâ voce*.

An extract from the printed report of 1869 on the subject of prizes is appended.

"In order to make these of value in the eyes of the boys, it is necessary that the line be drawn somewhere as to who are and who are not to receive prizes. It is therefore an established principle of St. Andrew's School that the marks of the whole year, together with examination marks, should be added up and the boys of each class ranked accordingly. All who have obtained two-thirds of the maximum are entitled to certificates of honor. One-fourth of the numbers of boys in each class are recipients of prizes."

The boarding arrangements are, as in Madras, private.

The returns sent me show an average cost per head of Rs. 372. The figure I have shown is calculated on the details of expenditure furnished. Which ever is correct, the rate is high, but the number of boarders is necessarily few. With increased house accommodation this may not continue.

CANTONMENT ORPHANAGE, BANGALORE.

VI.

207. This institution was founded in 1866. The following seem to have been adopted from the Civil Orphan Asylum, Madras:—

"I.—The object of these institutions shall be to provide board, lodging, and education gratuitously for the orphans of Europeans and East Indians, who are not eligible for admission into the Military Asylums. By the term 'orphan' shall be understood a child who is fatherless.

"II.—The children shall receive a plain education suitable to their position in life. The girls are to be taught needle-work; and the Directors will introduce, as far as practicable, into both Asylums, useful manual, as well as mental, instruction. The religious instruction shall be in accordance with the principles of the Church of England; of which Church the masters and mistresses must be consistent members and communicants.

"III.—No orphan shall be admitted into either of these institutions, unless it can be satisfactorily proved that its nearest relatives are unable to undertake its maintenance, or unless circumstances render it unsafe to leave the child in their hands."

In the first 4 years of the existence of the orphanage 90 children are said to have been in whole or in part maintained, fed, clothed, and educated. During 1869-70

"Twenty-three children have been admitted and twelve have been removed. Of this latter number some have been adopted by charitable ladies; some have joined their widow mothers to help them by their earnings, having learned how to work while inmates of the institution; one has been married, and is comfortably settled; and two are learning the art of printing, and are now able to maintain themselves without any aid from the Committee."

In June 1870 there were 50 children; at the time of my visit (February 1872) there were 52 present, 26 girls and as many boys. In the old buildings there was not room for more, but a new edifice of stone was nearly completed into which the children would shortly be removed. A grant-in-aid had been authorized as a special case "for such sum as may be equivalent to the amount raised by private subscription for the purpose" of the buildings. According to the latest report I have for 1870-71, about Rs. 9,500 had been raised. The buildings are expected to cost Rs. 20,000; new buildings were certainly required.

The children were crowded together, and there was no segregation of the sexes. There was no hospital or sick room. There was no one but a girl of 17 to show the Director of Public Instruction and myself over the place. The establishment is necessarily small, but it should hardly be so small that the necessary absence of one man should leave the place unattended to. The present educational expenditure, including salaries and house-rent, amounts to but Rs. 2 a head monthly, and the boarding rate to Rs. 4. The Secretary mentions that, as soon as the new building is complete, it is intended to enlarge the educational establishment considerably, to admit the children of the district to its advantages.

The educational grant-in-aid amounts to Rs. 60 per mensem, and is probably calculated on Lord Canning's rules.

The Community of Bangalore subscribe liberally and chiefly maintain the Institution.

The following return shows the condition of the children in February 1872 :—

				TOTAL.
"Full orphans ...	...	(a.) Europeans ...	... None.	
		(b.) Eurasians ...	... 14 ...	14
Motherless ...	...	(a.) Europeans ...	... None.	
		(b.) Eurasians ...	... 6 ...	6
Fatherless ...	...	(a.) Europeans ...	... 3 ...	25
		(b.) Eurasians ...	... 22 ...	
Both parents alive ...	...	(a.) Europeans ...	... 2 ...	7
		(b.) Eurasians ...	... 5 ...	
Allowances for 15 boarders are received in some cases from the Apothecaries' Fund—in other cases from the Widow and Orphan's Fund, in other cases from the Military Pay Master, in other cases from the relatives of the children, at rates varying from Rs. 3 to Rs. 8 per mensem				15
The military children are 3 in number				3
The walls of the new orphanage are completed, the rafters on, and roof progressing."				

The accounts of the Institution are shown in the same careful and detailed manner as are those of the Gordon Refuge at Madras.

ST. JOHN'S DISTRICT SCHOOLS.

VII.

208. These consist of boys', girls', and infant schools. There is an excellent school house with large rooms for each school with separate entrances. There is also accommodation for the mistress of the girl's school. The design of the schools is to afford an English education to the children of European and Eurasian pensioners and others residing in the parish. Small fees are paid for some of the children, but in each school about one-third of the number receive a free education.

The school house was built and has been enlarged at various times by the munificence of the Bangalore Community.

A special grant of Rs. 50 per mensem to each school has long been given by the Mysore Government. Private subscriptions largely supplement this sum.

An admirable feature in the school system is the supplying a midday meal to the poorest children free of cost. A special subscription is made on this account. I see by my notes that in October 1871, 1,072 dinners were supplied at a cost, inclusive of cooking, marketing and superintendence, of Rs. 55-7-10.

Exclusive of these items the dinners throughout 1871 cost $6\frac{3}{4}$ pies per child. In all Rs. 543 were expended, and 10,117 children received a meal. This excellent practice is observed in some Madras day schools, and bears fuit in increased and regular attendance. The receipts shown include profits of a fancy bazaar and of special subscriptions for enlarging the building, and I suspect that unusual expenses are also included on the expenditure side as they exceed by one third the expenditure accounted for in the Chaplain's Pastoral letter for 1871. But whether the ordinary cost is Rs. 4,937 or what is more likely Rs. 3,263, the rate per head is low, being in the one case Rs. 23, in the other Rs. 15 a year. And a great deal of good follows this expenditure. I was much pleased with all I saw at St. John's District schools.

HYDERABAD.

Number.	Name of School.	Where located.	When founded.	Denomination or Creed.	Under what management.	NUMBER OF CHILDREN.					
						Day Scholars.		Boarders.		Total.	
						Male.	Female.	Male.	Female.	Day Scholars.	Boarders.
											Government
I.	Protestant Orphanage and Brigade School	Secundrabad, Hyderabad ...	1856	Church of England ...	Committee	50	...	37	...	50	37
II.	St. Anne's Convent, with St. Joseph's Orphanage ...	Ditto ...	...	Roman Catholic ...	Bishop	14	...	...	40	14	40
III.	St. Mary's Orphanage ...	Chudderghaut, Hyderabad ...	...	Ditto ...	Ditto	55	...	47	...	55	47
											Pay Office
I.	Protestant Orphanage and Brigade School	Secunderabad	1858	Church of England ...	Committee	50	...	37	...	50	37
II.	St. Anne's Convent with St. Joseph's Orphanage ...	Ditto	...	Roman Catholic ...	Bishop	14	...	...	40	14	40
[illegible]	St. Mary's Orphanage ...	Chudderghaut, Hyderabad ...	...	Ditto ...	Ditto	55	...	47	...	55	47

I. 1 Includes allowance to orphans Rs. 529 and 3,453, Government grant equivalent to subscription,
II. Includes repairs of buildings and stationery only, other expenses seem to be put with domestic
III. Apparently a donation from the Regent Sir Salar Jung. 2 Rent and prizes are shown here: every

ABAD.

Annual Receipts.						Annual Expenditure.					Monthly maximum payment, exclusive of accomplishments.		Monthly Expenditure on Boarding per head.					Remarks.
Balance.	Interest of endowment.	Government grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head.	On boarding.	On boarding per head.	Total.	Day Scholars.	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Rupees.																		
1,040	..	[1] 3,406	415	3,678	8,584	2,035	23	6,367	171	8,403	..	..	..	..	..	..	..	I at page ... 156
...	..	770	994	82	2,585	[1] 412	8	3,740	9	4,150	..	..	..	..	..	...	..	II „ .. 156
...	..	[1] 1,399	1,488	3,061	5,951	[2] 1,031	9	4,916	104	5,951	3	6	.	No detail.				III „ .. ..
Rupees.																		
1,216	..	3,983	486	4,352	10,036	4,806	48	4,928	127	9,824	4	7	1	6	2	1	10	I „ .. ..
...	..	900	1,162	960	3,022	[1] 482	9	4,372½	109	4,852	..	..	3	4	1	1	9	II „ ..
....	..	[1] 1,636	1,740	3,581	6,957	[2] 1,210	10	5,747	122	6,957	3	7	..	No detail.			10	III „ .. ..

do.
establishment.
thing else returned as boarding.

HYDERABAD.

209. The Secunderabad Orphanage was instituted in 1858—

"to provide for the board, maintenance, and education of orphans and fatherless children of Europeans and East Indians belonging to Secunderabad, Bolarum, and Chuderghaut. Attached to it is the Brigade School which affords to the children of Warrant an'd Non-Commissioned Officers and Soldiers (both Europeans and East Indians of Her Majestys Army) a suitable and Christian education."

This Brigade School had enjoyed since 1860 a small grant-in-aid, which is now discontinued as the prospects of the Orphanage are, with the rules in force, so improved. The original application for Government aid to the Orphanage was refused on the grounds that there was no want of such an institution. Recommendations were subsequently made for a grant to the Orphanage in the Military Department. And this the Madras Government sanctioned on condition that the Orphanage should be open to all denominations of Christians. But the Government of India held itself unable to authorize the grant as a military charge, and so for another year it remained in suspense. The Resident at Hyderabad then applied to the Home Department for a grant dependent on the amount of local subscriptions. No. 1443 of the 9th March 1869 contained the following resolution:—

"The Governor General in Council is pleased to sanction a monthly grant of Rs. 200, subject to increase when the contributions from private sources may exceed that sum."

And from that time the subscriptions have been doubled by the Government. Tuition fees, boarders' payments, special donations for building purposes, and what are elsewhere known as "other sources," have not been brought into the account. The receipts have been liberal and have allowed of many improvements to the buildings being effected. The management generally is careful.

In the sheet the accounts are shown both in Hyderabad and Government Rupees.

The Pay Office and all other establishments at Hyderabad keep their accounts in the current coinage. The exchange is Rs. 116-14-6 to the Government Rs. 100.

The educational establishment consists of—

	Rs.	A.	P.		
1 Head Master	116	14	6		
	40	0	0	average of moiety of fees.	
	156	14	6		
Mistress	29	4	0		
Assistant Master and Moonshee ...	25	0	0		
Pupil Teacher, Monitor and Monitress	14	0	0		
				225	6 0

And the domestic establishment is of the following strength;—

	Rs.	A.	P.
1 Sergeant	29	4	0
1 Matron	23	0	0
12 Servants	64	0	0
	116	4	0

During the 13 years of its existence 121 children have been received, of whom about 37 are now present. The remainder have been thus disposed of—

Withdrawn by friends.	To other Asylums.	Entered Departments.	Service.	Married.	Died.	Unknown.
12	8	10	6	8	4	36

And the children now present fall into the following classes :—

Orphans.	Fatherless.	Motherless.	Others.
9	19	6	3

Their parentage is as follows :—

European.	East Indian.	Indo-Briton.	Unknown.
4	15	6	12

The Asylum is regularly visited by an Apothecary under the orders of the Garrison Surgeon, and medicines are issued gratis from the Cantonment Hospital.

Educationally it is inspected by the Superintendent of Army Schools. The last report I have had access to, that for 1870, shows the following distribution in classes of the Brigade School and orphan children :—

I Class	No.	33	Average age	13½	years.
II Class	„	25	„	11¼	„
III Class	„	14	„	9¾	„
IV Class	„	17	„	8	„
V Class	„	10	„	7¾	„
Infants	„	12	„	6	„

And the report is said to have been "satisfactory to a great degree." The institution is most carefully supervised in all details, and situated in the midst of a large civil and military population, somewhat isolated from the rest of the world, does an immense deal of good and enjoys much local sympathy.

I had also an opportunity of seeing both the Roman Catholic institutions. These are carefully and economically conducted as the tables show.

MADRAS.

Number.	Name of School.	Where located.	When founded.	Denomination or creed.	Under what management.	NUMBER OF CHILDREN.					
						Day Scholars.		Boarders.		Total.	
						Male.	Female.	Male.	Female.	Day Scholars.	Boarders.
I.	Doveton Protestant College ...	Vepery, Madras ...	1855	Protestant ...	Committee	161	..	20	..	161	20
II.	Doveton Girls' School ..	Ditto, ditto ..	1856	Ditto ...	Ditto	...	118	..	.	118	..
III.	Bishop Corrie's Grammar School..	Black Town, ditto ..	1836	Ditto ...	Ditto	121	..	..	..	121	..
IV.	St. Mary's Seminary	Ditto, ditto ..	1836	Roman Catholic ...	Bishop	250	..	29	..	250	29
V.	Presentation Convent Pay School..	Ditto, ditto ..	1840	...	.....	...	210	...	3	210	3
VI.	Military Orphanage	Ditto, ditto ...	1840	...	.....	..	..	50	53	..	103
VII.	East Indian ,, ...	Ditto, ditto ...	1840	...	.....	..	..	48	37	..	85
VIII.	Civil Orphan Asylum	Ditto, ditto ...	1807	Protestant ...	Committee	..	..	67	67	..	134
IX.	Gordon Refuge	St. Thome, ditto ...	1860	Ditto ...	Ditto	...	..	20	16	..	36
X.	Protestant Orphanage ..	Bellary, ...	1843	Ditto ...	Ditto	30	32	14	14	62	28
XI.	Roman Catholic ,, ..	Ditto, ...	1843	Roman Catholic ...	Ditto	64	13	10	18	77	28
XII.	Protestant ,, ..	Vizagapatam	1843	Protestant ...	Ditto	2	...	28	30	2	48
XIII.	Vestry School and Orphanage ...	Trichinopoly, ...	1862	Roman Catholic ...	Bishop	..	16	...	14	16	14
XIV.	Convent School, Trichinopoly ..	Vellore, ...	1862	Ditto ...	Ditto	..	30	..	20	30	20
XV.	Convent School, Vellore ..	Trichinopoly, ...	1862	Protestant ...	Chaplain	21	..	10	..	21	10
XVI.	Emmanuel Church School ..	Ditto, ditto ...	1851	Ditto ...	Church Committee ..	40	36	..	..	76	..
XVII.	Union School	John Pereiras, ditto ...	1836	Ditto ...	Ditto	57	74	..	...	131	..
XVIII.	St. Andrew's Poor School ..	Chindripetta, ditto ...	1861	Church of Scotland ...	Committee	50	..	...	...	50	..
XIX.	Ditto do. do. Girl ..	... .	1862	Ditto ...	Ditto	...	25	..	..	25	...
XX.	Christ Church School	Mt. Road, ditto ..	1843	Protestant ...	Ditto	37	32	...	..	69	...
XXI.	St. Mathias' Poor School ..	Poodupetta, ditto ..	1849	Ditto ...	Church Committee ...	66	..	..	...	66	..
XXII.	Ditto do. ..	New Town, ditto ..	1849	Ditto ...	Ditto	63	..	...	...	63	...
XXIII.	Ditto do. ..	Poorasewalkan ditto ...	1849	Ditto ...	Ditto	..	53	..	..	53	..
XXIV.	St. George's Cathedral Parochial School.	.. .. ..	1844	Ditto ...	Ditto	38	66	..	..	104	..
XXV.	Parochial School	Royapooram, ditto ...	1866	Ditto ...	Chaplain	54	..	..	..	54	...
XXVI.	Davidson's Street Girls' School ..	Black Town ditto ..	1815	...	....	..	67	..	...	67	..
XXVII.	Ditto Boys' ,, ..	Ditto, ditto ..	1815	...	....	56	..	..	..	56	..
XXVIII.	St. Francis Xavier's R. C. School..	Black Town, ditto ...	1842	Roman Catholic ...	Bishop	157	112	..	..	269	...
XXIX.	Pensioners' School	Pulaveram, ditto ..	1845	Ditto ...	Ditto	73	52	..	..	125	..
XXX.	Ditto do.	Tripasore, ...	1859	Protestant ...	Chaplain	14	14	...	...	28	..
XXXI.	Fort School	Vellore	1861	Ditto ...	Ditto	17	33	..	..	50	..
XXXII.	Pensioners' School	Cuddalore	1865	Ditto ...	Ditto	32	21	..	..	53	..
XXXIII.	Remount Depôt School ..	Oosoor	1868	Ditto ...	Remount Officer ..	14	8	...	..	22	...
XXXIV.	Christ Church School ..	Nellore	1352	Ditto ...	Chaplain	10	17	..	..	27	..
XXXV.	East Indian Mixed Schools ..	Palamcottah .. .	1871	Ditto ..	Ditto	6	12	..	..	18	..
XXXVI.	English Preparatory School ..	Bimlipatam	..	Ditto ..	Ditto	8	14	...	..	22	...

I. 1 On the salary grant principle. 2 The College Department raises the average immensely. 3 In school classes 30 rupees is charged for boarding, exclusive of tuition fees.

II. The deficit is really nil. The school is part of the Boys' Doveton and has an interest in its Endowment Funds.

III. Moiety of the interest of Woolly's Fund 1,37,700 rupees and is received from the Accountant General.

IV. V. VI. & VII. These figures have been made up by me from the returns sent, and from the printed reports furnished to me. My first difficulty was about the numbers. I believe those shown against IV and V include all male and female orphans and on this account only the boarding expenditure appears against VI. and VII. This is the only way I can use the figures as sent me by the Roman Catholic authorities.

IV. 1 Interest on Promissory Notes for 31,800 rupees. 2 Includes all the salary grants made. Supplied by Mission Funds.

V. 1 Represents deficit made good by Mission Funds.

VI. 1 Moiety of interest of Rs. 25,212. Endowment. 2 Rs. 2,400 moiety of Government grant to Orphanages. 1832, received from Government for Military children. 3 Subscriptions, &c.

VII. 1 Moiety of endowment. 2 Moiety of Government grant to Orphanages. 3 Subscriptions.

VIII. 1 Thus made up Rs. 2,754 from this Woolley Fund, 170 from the DeMonte Fund, Rs. 3,536 from funded property. 2 Government give Rs. 600 annually provided donations and subscriptions reach Rs. 3,000 a year, and about Rs. 1,150 as a grant-in-aid.

X. This Asylum obtains an equivalent for subscriptions and donations only. The Roman Catholic Orphanage is differently treated.

XI. 1 Donation, &c., to Asylum and Asylum school, School fees and profit on work done in Industrial Schools make up this amount.

RAS.

Annual Receipts.						Annual Expenditure.					Monthly maximum payment, exclusive of accomplishments.		Monthly Expenditure on Boarding per head					Remarks.		
Balance.	Interest of endowment.	Government grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head.	On boarding.	On boarding per head.	Total.	Day scholars.	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.			
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A.	Rs.	Rs.	Rs. Rs. A.	Rs A.	Rs. A.				
6,225	13,789	1 8,610	7,770	863	37,257	28,084	2 155	..	..	28,084	5 0	3 35	Private arrangement.					}	I and II at page	... 162 &
..	..	1,247	5,400	..	6,647	9,700	82	...	..	9,700	4 8	...	No Boarders.					}		
67	1 2,754	4,434	3,003	1,628	12,876	12,795	105	..	..	12,795	4 0	...	Private arrangement.						III	,, ... 167 &
..	1 1,355	2 2,026	3,461	3 1,358	8,200	2,988	10	5,212	186	8,200	5 0	30	2	9	3 0	1 0	15 0		IV	,, .. 170 &
..	..	1,100	2,346	1 2,007	5,353	4,813	23	540	180	5,353	5 0	30	2	9	3 0	1 0	15 0		V	,, ...
..	1 504	2 4,252	259	3 3,535	8,550	..	..	8,652	84	8,652	...	7	8	5	1 0	8 0	7 0		VI	,, ...
..	1 504	2 2,400	558	4,446	7,908	..	..	7,140	84	7,140	..	7	8	5	1 0	8 0	7 0		VII	,, ...
..	1 7,500	2 1,739	1,078	8,460	18,867	5,986	44	11,420	85	17,106	..	10	4	5	1 0	1 0	7 0		VIII	,, ... 171 &
3,254	720	..	100	2,123	6,197	268	7	3,000	83	3,268	..	7	0	4	1 0	1 0	7 0		IX	,, ... 176 &
2,068	..	1 1,618	324	1 1,018	5,628	1,441	16	2,131	76	3,575	8 0	7	2	3	0 8	0 8	6 0		X	,, .. 178 &
738	...	1 2,342	237	1 2,081	5,398	2,931	28	2,000	71	4,931	..	..	2	3	0 8	0 8	6 0		XI	,, ... 179 &
3,296	..	1 4,464	196	2,817	10,773	2,088	42	5,952	124	8,040	..	...	2	5	1 0	2 0	10 0		XII	,, ... 180 &
..	..	1 600	338	2 2,586	3,524	1,200	40	2,324	165	3,524	2 0	7	No details.				14 0			
..	..	300	1 920	2 2,180	3,400	1,350	27	2 050	102	3,400	2 0	7	..	1 0	1 0	0 8	9 0			
97	265	..	72	312	2,761	500	16	1,486	148	1,086	8 0	...	3	1 0	2 0	1 0	12 9			
..	..	320	838	725	1,883	1,796	24	..	..	1,796	1 8	...		.	..	.	...			
101	20	556	619	925	2,221	2,098	16	..	...	2,098	1 12	...	...	...	...	...	...		XVI	
..	..	381	62	1,051	1,494	1,494	1 30	..	..	1,494	0 8	...	..	.	...	...	..			
..	..	..	...	463	463	463	18	..	..	463	Free.	..	...	...	...	...	...			
...	..	652	121	1 683	1,456	2,016	26	...	..	2,016	0 4	..	..	...	...	...	...			
21	..	105	63	440	629	592	9	..	..	592	0 8	...	..	...	...	...	...			
21	..	231	21	440	713	685	11	...	..	685	0 8	...	...	...	...	...	...			
21	..	200	153	275	648	592	11	..	...	592	1 0	..	..	...	...	...	...			
204	..	720	155	2,206	3,286	2,831	27	..	...	2,831	0 8	..	...	..	...	...	...			
..	..	128	316	162	606	560	10	..	...	560	5 0	...	...		...	...	...			
152	..	432	998	149	1,731	1,397	20	..	.	1,397	2 0	...	.	..	...	...	...			
422	..	750	595	315	2,082	1,673	29	..	..	1,673	2 0	...	.	.	...	...	...			
...	..	502	251	1,233	1,986	1,986	8	.	...	1,986	0 8	...	..	..	...	...	..			
..	..	412	485	1 301	897	1,198	9	..	..	1,198	0 2	..	...	...	...	...	..			
..	..	564	..	..	564	564	20	..	...	564	Free	...	...	..	..	...	...			
158		208	...	396	762	574	11	..	..	574	...	...	..	...	...	...	...			
121	..	360	83	552	1,116	1,110	21	..	..	1,110	0 8	...	..	...	.		...			
..	.	294	534	..	1 828	828	37	..	..	1 828	2 0	..	...		..	..	...			
205	..	300	78	408	991	651	23	...	..	651	5 8	...	.	...	...	...	...			
..	..	.	34	172	206	206	..	..	...	206	0 8		..	...	...	...	...			
..	..	46	166	198	410	410	20	..	...	410	.	..	...	...	...	..	...			

XII. 1 Partly at the single, partly at the double rate of equivalents.

XIII. The Endowment Fund consists of Rs. 12,100 in Government Securities, and 2 houses, the property of the school, being Rs. 95 monthly.

XIV 1 On salary grant system. 2 Supplied by Mission Funds. 3 All the Convent expenses are probably included. The distribution I have made myself. It makes the boarding average fall too heavy.

XV. 1 Rs 200 day scholars' fees, Rs. 720 from boarders. 2 From Mission Funds

XVIII. 1 There is a discrepancy between the numbers attending according to the Departmental report and the returns sent me which affects this figure.

XIX. 1 Probably this and the preceding school are one and the same.

XX. Notwithstanding the Diocesan Board grant of Rs. 144, there was a deficit of Rs. 560 on school expenditure.

XXVI. & XXVII. The schools were not included in the returns first sent me nor when in Madras did I hear of them as European schools, so I am necessarily ignorant of their history and management.

XXVIII. & XXIX. Deficit supplied by Mission Funds.

XXX. Pensioners' equal share, and for other children this school is maintained by the State.
East Indian Mixed Schools, established July 1st 1871. Municipality gives Rs 10 per mensem and Church Mission Society supply deficit.

XXXIII. 1 If expenditure exceeds receipts owing to falling off of attendance, the parents of remaining pupils make up the deficit.

THE DOVETON PROTESTANT COLLEGE AND GIRLS SCHOOL.

I AND II.

Early History.

210. On the 14th May 1854 the Madras Parental Academic Institution and Doveton College Society was founded. Property was purchased from the London Mission in Vepery for Rs. 17,500, and it was arranged that the proposed institution should be divided into three departments: a College, High School, and Primary School.

Early in the following year an amalgamation was effected by the incorporation of St. Andrew's School, and shortly afterwards another union was effected with the Protestant College. The bequest made by Captain Doveton was the immediate cause of the formation of this Society. In accordance with a suggestion of that gentleman's executor, the following resolutions were passed :—

"That the Committee agree to adopt the form of Trust Deed which has been executed by the Committee of the Calcutta Doveton College, so far as it may be found to be consistent with the circumstances of the Madras Institution, with the understanding that it shall contain clauses to the following effect, *viz.* :—

First.—That the sum of two lakhs of rupees shall be set apart as the capital fund of the institution, the same to be held for ever intact, the interest only being held available for the current expenditure of the institution.

Second.—That all money received from the executor in excess of the above amount be appropriated to Building purposes.

Third.—That the buildings of the institution shall, in like manner, be held to form part of the capital, so that their value or sale proceeds, if at any time disposed of, shall not be available for any other than building purposes."

At first the St. Andrew's School buildings were used for the Primary School, but this was soon discontinued, and a Girls' School was opened in the unoccupied premises.

Finance.

211. The following abstract shows the state of the funds when the first report was published in January 1856 :—

	Rs.	A.	P.
Doveton Legacy	2,32,131	4	5
Deduct for Buildings	32,131	4	5
Remaining Investment	2,00,000	0	0
Protestant College Funds	1,46,682	8	4
Deduct for Buildings	20,000	0	0
Remaining Investment	1,26,682	8	4
Total Investment	3,26,682	8	4

One of the conditions of the amalgamation with the Protestant College was that the funds should be kept separate. In January 1871 they were thus represented :—

	Rs.	A.	P.
Doveton Legacy	2,00,000	0	0
Protestant College Fund	1,26,600	0	0
At Committee's disposal	6,000	0	0
Total	3,32,600	0	0

And it would appear that as much as Rs. 3,000 more was in floating deposit, so that the financial management of these 15 years have been decidedly successful.

The receipts of 1855 and 1871 may be placed in juxtaposition.

	Balances.	Interest.	Government grant.	Fees of tuition.	Private sources.	TOTAL.
1855.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	1,015	2,696	.....	4,505	21,141	29,357
1871.						
Boys	4,993	13,749	8,775	7,869	.....	.....
Girls	.....	.....	1,247	5,713	533	42,951

211. The educational establishment which was at first allowed amounted to Rs. 465 per mensem. Servants, &c., brought the expenditure up to Rs. 512.

Of the Rs. 28,160 expended in 1855, nearly Rs. 20,000 or the amount received from the Protestant College for that purpose, was expended in buildings; about Rs. 6,000, for educational purposes, including Secretary's Office, and the balance in miscellaneous necessaries.

In 1871 the disbursements were for Educational Estalishments, &c.—

	Rs.	A.	P.
In Boys' School	24,870	0	0
In the Girls' Department	8,199	0	0
Total	33,069	0	0

For incidental educational charges, *i. e.*, for Secretary's Office, books from England, &c., another Rs. 4,715 was expended, bringing the full cost up to Rs. 37,784. Although shown separately in the published accounts, the funds of the Boys' and Girls' School are derived from the same source. I append the financial statement of 1870.

RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
Tuition Fee—Boys' School	7,773	4	0			
„ Girls' School	5,712	12	0			
				13,486	0	0
Books, Stationery and other Receipts	.....			167	8	7
				13,653	8	7
Interest on Funded property	.....			13,749	4	0
Donations and Subscriptions	.....			533	0	0
				27,935	12	7
Grant-in-Aid—Boys' School	8,775	3	9			
„ Girls' School	1,247	0	0			
				10,022	3	9
Total	.....			37,958	0	4

EXPENDITURE.

	Rs.	A.	P.	Rs.	A.	P.
Boys' School	24,126	1	0			
„ Scholarships	714	0	0			
				24,870	1	0
Girls' School	7,239	4	5			
Rent of the School House	960	0	0			
				8,199	4	5
Books and Stationery purchased at Madras	380	1	8			
„ „ „ in England	381	10	3			
				761	11	11
Furniture purchased	1,010	0	0			
Repairs of Premises and Furniture	289	9	8			
				1,299	9	8
Extra Charges	.....			2,653	6	6
Total	.....			37,784	1	6

The grant-in-aid is thus made up :—

	Rs.	A.	P.	Rs.	A.	P.
Boys' School—						
For Teachers	8,640	0	0			
Servants	135	0	0			
				8,775	0	0
Girls' School—						
For Teachers	800	0	0			
Servants	207	0	0			
House-rent	240	0	0			
				1,247	0	0

Government.

212. The two schools are administered by the same Committee.

Nine of the members are representatives of the Doveton Society, which is constituted, like the sister society in Calcutta, of members, Christians of every denomination, without distinction of country or sex, subscribing Rs. 2 per mensem, or in the case of parents or guardians of pupils of Rs. 1 monthly. Of the 13 members of the Committee, four are Trustees of the Protestant College Funds,

and themselves fill up any vacancy that occurs in their number. Five members constitute a quorum; the Committee meetings are monthly, and an annual general meeting is, held. Extraordinary general meetings can be called by any ten members of the Society or five Committee men. Some 40 members apparently subscribe to the Society funds, $\frac{3}{4}$ths of whom are parents or guardians.

Administration.

213. It would seem that the administration of the Doveton Protestant College was left in the hands of the Head Master; as, in an enquiry (1870) held into alleged breaches of discipline, one member wrote—"steps are absolutely needed to introduce a code of rules by which a definite system of discipline would be carried out." The Head Master must be a member of one of the universities. He is supported by two other university men in the College Department, while the seven gentlemen employed in the schools have all passed the F. A. at the Madras University.

The eight teachers in the Girls' School are probably all certificate-holders. There are three teachers of Tamil and Telugu.

The following scale of salaries was adopted in 1870 :—

	Min. Rs.		Max. Rs.
1st Class	40	...	50
2nd do.	50	...	60
3rd do.	60	...	75
4th do.	85	...	100
5th do.	100	...	125
6th do.	125	...	150
7th or Matriculation Class	175	...	200

with this proviso—

"On no account would the Sub-Committee recommend the adoption of any step which would lead a master to expect that after three years of approved service his salary would rise as a matter of course. The salaries named should distinctly be looked upon as maximum salaries.

"The next point which has come under the consideration of the Sub-Committee is whether the maximum salaries should, or should not, be assigned at once to masters, future and present. As a rule, the Sub-Committee think not, especially in the case of future masters. By assigning the highest salaries, the Committee will relinquish one of the best stimulants towards doing good service; and stimulation may be extended over three years by holding up the maximum salaries as rewards at the end of such time at discretion of the Committee. No increase should be given within the period of three years; but under ordinary circumstances, completion of such period should always find a man drawing the full salary of the appointment held by him."

Orphans of members left in reduced circumstances are eligible to a free education. A similar rule obtains in Calcutta, but is seldom taken advantage of.

The boarders are a private concern of the Head Master. They live in his house in the same compound as the school-house. The charges are somewhat high—Rs. 30 in the School, and Rs. 35 in the College Department, exclusive of tuition fees. A boarding school was attempted on the girls' side, but the mistresses' health failed, and now the school is for day scholars only.

The yearly report of the Auditor seems more searching and to go more into particulars than is generally the case. Expensive items among the contingencies, and the unsatisfactory condition of the arrears bill book, are brought prominently to notice. And the Committee seem alive to the advisability of retrenching expenses in one direction, when circumstances oblige them to incur fresh liabilities.

Education.

214. Doveton College is the only institution in Southern India which provides a Christian education up to the B. A. standard for the East Indian and European communities. And it is only lately that any lads have been induced to remain to continue their studies beyond the F. A. examination. But the intimate connection which exists between the University and the Doveton College has caused the bestowal of scholarships and prizes in the higher classes according to the result of the University

examinations. The school classes are examined by outside gentlemen, who furnish written reports to the Committee; and examinations are also held by the Inspector of Schools for the Circle. His reports are forwarded departmentally to the School Committee, who take them into consideration, act on them, and publish them, even if unfavorable. The report before me is of an old date, and I do not therefore extract from it. It commences with referring to the numbers in the school, to the results of the University examination, to the strength and qualifications of the staff, to the portion of the expenditure met by the Government and by the Committee, respectively. It then reviews the state of the classes, points out deficiencies, and makes certain recommendations. While the University course is the guide for the college and higher school classes, a syllabus is laid down for all others.

CLASS VI.

SCRIPTURE.—Genesis and Matthew.
LATIN.—*Cornelius Nepos.*
MATHEMATICS.—*Euclid*—Books I, II, and III.
Algebra.—Todhunter's Algebra to the end of Chapter 10.
Arithmetic.—Fractions, Proportion, and Practice.
ENGLISH.—*Morell's* Grammar, to the end.
Matriculation Text Book.
HISTORY.—*Morris'* India.
Collier's England.
GEOGRAPHY.—Europe and the British Possessions.

CLASS V.

SCRIPTURE.—1st Samuel and St. John's Gospel.
LATIN.—*Arnold's* First Book, Exercises 30 to 50.
Jacob's Latin Reader.
Grammar.—Syntax.
MATHEMATICS.—*Euclid.*—Books I and II.
Algebra.—To easy Simple Equations.
Arithmetic.—Simple Proportion, Vulgar and Decimal Fractions.
ENGLISH.—Text Book.
Morell's Grammar, Part II.
Dictation.
HISTORY.—*Morris'* India, to the end of Chapter XV.
GEOGRAPHY.—Asia, with special reference to India.

CLASS IV.

SCRIPTURE.—Judges and Mark,
McLeod's Palestine.
LATIN.—*Arnold's* First Book, Exercises 1 to 30.
Grammar, to the end of Accidence.
MATHEMATICS.—*Euclid*—Book I, Proposition 1 to 30.
Algebra.—To the end of Division.
Arithmetic.—Vulgar and Decimal Fractions.
ENGLISH.—Text Book.
Morell's Grammar, Part I.
Dictation and Recitation.
HISTORY.—*Morris'* England, to the end of Chapter XVI.
GEOGRAPHY.—Africa and America.

CLASS III.

SCRIPTURE.—St. Luke's Gospel.
LATIN.—*Grammar*—To the end of Verbs.
ARITHMETIC.—Vulgar Fractions, Compound Rules, and easy Problems.
ENGLISH.—"*Grade Reading Book,*" Sixth Standard.
Morell's Grammar, Parsing, and Analysis.
HISTORY.—*Morris'* England.
GEOGRAPHY.—Great Britain and Ireland.
Dictation and Copy-writing.

CLASS II.

SCRIPTURE.—St. Matthew's Gospel.
ARITHMETIC.—Compound Rules and Reduction.
ENGLISH.—'*Grade Reading Book,*" Fourth Standard.
Morell's Essentials. Parts of Speech and simple sentences.
Carpenter's Spelling Assistant.
HISTORY.—*Little Arthur's History* of England.
GEOGRAPHY.—India.
Dictation and Copy-writing.

CLASS I.

Division II.

Scripture.—St. Matthew's Gospel.
Arithmetic.—Compound Rules.
English.—"*Grade Reading Book*," Third Standard.
Grammar.—Parts of Speech.
Carpenter's Spelling Assistant.
Geography.—Europe.
Dictation and Copy-writing.

Division I.

Scripture.—History of Joseph. Leading facts of our Lord's life.
Arithmetic.—Simple Rules.
English.—"*Grade Reading Book.*" Second Standard.
Grammar.—Parts of Speech.
Carpenter's Spelling Assistant.
Geography.—Definitions and British Isles.
Dictation and Copy Writing.

In the Primary School the instruction is elementary. The object of the High School is to give more advanced boys a thorough classical and mathematical education.

COLLEGE DEPARTMENT—SENIOR B. A. CLASS.

Time Table 1871.

	9½	9¾	10½	11¼	11½	12½	1	2	2½	3½	4
Monday ...		Theology.	Mathematics.		English Prose.	Latin.		Problems.	Trigonometry.	Philosophy.	
Tuesday ...		Do.	Do.		History.	Do.		Do.	English Poetry.	Do.	
Wednesday ...	Prayers.	Do.	Do.	Interval.	English Prose.	Do.	Dinner.	Do.	Do.	Do.	
Thursday ...		Do.	Do.		History.	Do.		Do.	Do.	Do.	
Friday ...		Do.	Do.		English Prose.	Do.		Do.	Do.	Do.	

And time tables are drawn out for each separate class.

The following *ad interim* report was submitted by the Educational Inspector on the Girls' School.

"*The Doveton Girls' School* is maintained by the Committee of the Doveton College. Its pupils are of the same class as the boys of the college, many belonging to the same families. The school contained 162 pupils at the end of 1869, and the same number at the end of 1870.

The upper division of the highest class passed fairly, the lower division badly.

The next class professed much less, and passed moderately.

The remaining classes were pretty satisfactory. A detailed report on this school will shortly be submitted."

And this school is also reported on by private examiners unconnected with the school.

215. The scholarships obtainable at the Doveton seem fairly numerous. In 1870 seven boys were assisted in the college department by scholarships ranging from Rs. 10 to 20. Three were F. A. and four matriculation students. But the feature which especially deserves attention is the bestowal by the Bishop Corrie's Grammar School authorities of two scholarships to be held by their own boys in the Doveton College only.

Scholarships.

This was a wise measure, for the school department of the Doveton was spending but Rs. 11 per mensem on each boy, while the incidence in the college department fell at Rs. 74, and the Doveton Committee have used efforts to attract boys from other schools to their college department by allotting two of their scholarships to such pupils, provided they hold higher places at the university matriculation examination than do Doveton students.

BISHOP CORRIE'S GRAMMAR SCHOOL.

III.

216. This institution was opened on the 1st July 1836 under the title of the Madras Grammar School; it received its present designation on the death of the late Bishop Corrie, who had been mainly instrumental in its establishment. An early report says—

Early history.

"Bishop Corrie's Grammar School bears a two-fold character: it is partly a charitable institution and partly independent. In the boarding establishment alone it is independent; but in that which relates to the one chief object of the institution, education, it is obvious that the sum paid by the parents is very disproportionate to the benefit bestowed, as the boys are receiving for Rs. 4 per mensem (and in perhaps a majority of cases for less) such an education as two masters from England might justly be expected to give."

It is evident that from very early times it was found difficult to keep up this educational establishment. In 1851 Government intimated their intention of giving from the Woolly Fund Rs. 10,000 for building purposes, and placed at the disposal of the School Committee a moiety of the interest annually accruing on the principal of the same fund "for the maintenance and education of children of distressed Europeans and their descendants."

In reply it was stated that the boarding establishment had been broken up from want of means, and the Committee hoped that the terms of the bequest would be observed by the education only of a number of European boys. They added—

"Boys selected from the Black Town Asylum as likely to benefit by a superior education might be sent to the school, as is done by the Military Male Orphan Asylum and John Pereira's Free School."

Subsequently Government made the grant on condition of a free education being afforded to 30 boys, either orphans or in reduced circumstances.

From Minutes of Committee's Proceedings, August 1855, it appears that premises had	Rs.
been purchased at a cost of	20,835
The Woolly Grant contributed	10,000
Mr. P. Cator gave	3,875, and
A loan was obtained of...	7,000 from
	20,875

the Tucker Scholarship Fund.

217. In this year educational expenses amounted to Rs. 11 per head, Rs. 721 being the monthly outlay for masters and servants. Great efforts were made to reduce expenditure, but the Committee have, I believe, not succeeded in repaying the loan of Rs. 7,000 to the Tucker Scholarships. And apparently no interest is paid on this loan.

Finance.

The yearly expenditure of 1871 stands thus—

Educational Establishment.	Other Educational Charges.
Rs.	Rs.
10,507	2,208
87 per head.	18 per head.

No accounts are shown in the yearly published reports, although this practice prevailed formerly. But it would seem as if the school with its staff of nine masters and occupying its own house was only just able to pay its way.

There are reasons for this. One fourth of the boys are admitted free, the monthly fee charged is low, Rs. 4, and reductions are made when more than one of a family attend. Fees produce about ⅓rd of the school income, the grant-in-aid brings in more than ⅓rd, and the endowment, *i. e.*, the Woolly bequest, rather less. The expense to Government is about Rs. 3 a boy monthly.

Government.

218. There is a School Committee consisting chiefly of clergymen. At one time the Church Missionary Society, by virtue of its regularly aiding the funds, appointed nominees of its own, but this connection seems to have ceased. As there are no boarders, the Committee's chief duty consists in selecting masters, arranging for the examinations, regulating the bestowal of scholarships, controlling expenditure, and keeping education in the groove laid down.

Results.

219. One excellent step seems to have been taken lately. I have mentioned that the Grammar School sends boys with scholarships to the collegiate classes of the Doveton College, and at the same time a special class was formed in the school to prepare boys for other than the Entrance Examination of the University. This was a successful move, but it seems to have been of a temporary character, and not to have been adopted as one of the objects of the education afforded. Although the school has sent out many* pupils who have distinguished themselves in after-life, and who owe their position to the excellent classical education afforded at this school, the great majority of the boys must belong to the middle classes, and must expect to obtain their livelihood in the ordinary walks of life.

Education.

220. The pupils are said to receive a sound course of instruction in English, Latin and Mathematics, and are prepared for the Matriculation Examination of the University of Madras, as well as for the examinations for admission into the Engineering and Medical Colleges and the Uncovenanted Civil Service. The VI Form, consisting in 1871 of nine boys, read the Matriculation Course, and the V Form Curriculum was as follows:—

FORM V.

Holy Scripture and Religious Instruction.—Sinclair's Church Catechism; Exodus i—xx, xxxii—xxxiv; Numbers, ix—xxv, xxxii, and xxxv; St. Luke; Memoriter repetition of Psalms xix and xxiii; Proverbs, viii; St. Luke, xv, 11—32; Romans, xii.

English.—Goldsmith's Deserted Village and Robinson Crusoe.

Latin.—Henry's First Latin Book and Eton Latin Grammar.

MATHEMATICS—

Arithmetic.—(Barnard Smith's) to Practice.

Algebra.—(Todhunter's) to Fractions (inclusive).

Euclid.—(Potts') Books I and II.

History.—(Collier's) England and (Morris') India, the whole.

Geography.—(Anderson's) Geography (the whole) with Map-drawing.

Every form has its course laid out. I only think it necessary to record that Latin is commenced in the II Form, and that the Eton Latin Grammar is still in use. The only statement of marks which is published with the report is that of the Matriculation class and the Maitland Scholarship Examination. In the former 9, and the latter 11, boys obtained a percentage of 50 marks on the following subjects respectively:—

MATRICULATION CLASS (1870).

Tabular Statement of Marks.

Names.	Scripture.				English.		Latin.		Histories.			Mathematics.			Grand Total.
	Isaiah.	Daniel.	Joel & Jonah.	Acts.	Poetry.	Prose.	Poetry.	Prose.	English.	Indian.	Geog.	Arith.	Euclid.	Algebra.	
Percentage ...	53				34		45		47			92			50

* The names of 30 have been sent me, of whom one-half were clergymen, and chiefly of the Church Missionary Society.

SECOND CLASS (1870).

MAITLAND SCHOLARSHIP EXAMINATION.

Tabular Statement of Marks.

NAMES.	Age, Dec. 1870.	SCRIPTURE.			ENGLISH.	OPTIONAL LANGUAGE.		HISTORY AND GEOGRAPHY.	MATHEMATICS.			GRAND TOTAL.
		Viva voce.	Paper.	Total.		Latin.	Hindustani.		Arithmetic and Algebra.	Euclid.	Total.	
Maximum ...	19	30	70	100	100	100	80	100	55	45	100	500
Percentage	...		46		43	20		32		43		34

The results are considered by the Committee, "especially as they have been fully, or more than fully, borne out by published results of the last Matriculation Examination, as most satisfactory." There is no record of the state of the lower classes. The Inspector of Schools as well as a number of outside gentlemen examined them, and between the result of the two examinations there was some discrepancy. Two points seem noticeable, that the paper set to the highest class in Euclid was somewhat too hard, and that the Amateur Examiners were indulgent in the remarks they made.

Institutions.

221. I have mentioned that as many as 12 scholarships are attached to this school. The Committee have published a pamphlet on the subject, rightly considering a correct knowledge of the rules under which they are obtainable most important to the youths of Madras.

The Maitland scholarships, Rs. 7 and 6 per mensem, are given according to the special examination. Boys must have been one year at the school, or be more than 17, or be in the Matriculation Class. The Corrie and Tucker scholarships, two at Rs. 10, two at Rs. 20 or Rs. 15, and two at Rs. 13, can be competed for by lads under 19, who have been 2 years at the school. They are given according to the position in the matriculation list. They can be held at other institutions approved of by the Committee, provided the lad pursues his University course. Preference is given, *ceteris paribus*, to students intending to join the Church Mission Society.

There are two Corrie's scholarships of Rs. 10 and Rs. 7 for natives. The junior is awarded on the same conditions as the Maitland, and the senior, each alternate year, on the same terms as are the Corrie and Tucker scholarships. I was led to believe that in some years scholarship money had been allowed to accumulate, and, as I understand it, the Building Fund still owes a large sum to the Tucker Scholarship Fund.

Accommodation.

It only remains to mention the number attending the school and the buildings in which they assemble. These latter are in a convenient situation in Black Town. The rooms struck me as exceedingly well suited. The passages, floors and thoroughfares below have all been freshly flagged or laid down with asphalt, the outoffices are well ventilated, and a fair gymnasium erected in one of the downstairs rooms.

Numbers.

222. In 1838 there were 21 boarders and 88 day scholars; in 1844 the numbers were respectively 30 and 12; in 1848 they had dwindled to 6 and 67; and in 1872 the number on the roll was 131 day-scholars, the average attendance of the past year having been 112. The admissions and removals were very numerous.

ROMAN CATHOLIC SCHOOLS.
IV, V, VI & VII.

223. The Roman Catholic Institutions, Black Town, Madras, consist of St. Mary's Seminary, boy schools and the Military and East Indian Orphanages. There are also girls' schools for the better classes. In the returns sent me, all the pupils are shown as attending St. Mary's Seminary and the Presentation Convent. This has caused some trouble with the accounts which I had to recast. I trust full justice has been done to the authorities of the schools. Some account was given of these schools in the Lawrence Military Asylum Commission papers. The present report refers to other than military children. The Reverend Mr. Doyle, Principal, submitted the following report for the year 1871 to the Vicar Apostolic of Madras. It, in a few words, refers to some of the most important subjects :—

"When the school resumed its work after the Christmas recess, there were 267 pupils on the rolls. During the year 76 were admitted and 55 removed, thus leaving 288 on the rolls. The average daily attendance was 260, which must be deemed satisfactory. I may remark that though only 76 have been admitted since the re-opening of the school in January, 106 applied for admission; most of these were Hindus, and having expressed a wish to be admitted into the Matriculation or Preparatory class, were on examination found fit only for the lowest class in the Senior Department which they declined to join. This unreasonable propensity to estimate their own qualifications at a higher standard than their teachers could justly value them in order to promotion, is but too common amongst our Hindu pupils and is now very properly discouraged by almost all the Managers of Schools in Madras. Concessions of this sort, when made, almost invariably end in the removal of the boy from the class for which he deemed himself fit,—thus confirming the justice and propriety of the rule now generally adopted of admitting boys to no higher class than that to which they would have belonged had they remained in their former school.

"About the latter end of November last, the school was inspected by Mr. Fortey, assisted by his Deputy. The inspection occupied two days and the results will, I have reason to expect, be satisfactory. The Annual examination of the entire school, with the exception of the Matriculation class, was held in the early part of this month, and was conducted by your Lordship assisted by the Very Revd. Mr. Colgan. The examination of the Senior Department was more rigid than in the previous years, with the view of enabling us to make a more careful selection of boys for promotion to the higher classes. On the re-opening of the school in January last, the Matriculation class numbered 14, 3 of whom passed into the Engineering College, and 1 into the Medical College; 3 others, who, owing to peculiar circumstances, were unable to prosecute their studies any further, were compelled to leave during the course of the year. There are at present 7 pupils, 6 of whom we intend presenting at the forthcoming examination. The average number of marks secured by the pupils of the several classes at the school examinations will appear from the following statement :—

Class.	5th.	4th A.	4th B.	3rd A.	3rd B.	3rd C.	2nd A.	2nd B.	1st A.	1st B.
Maximum No. of marks.	1,400	1,300	1,350	1,310	930	746	540	424	290	129
Average gained.	806	930	888	650	454	525	335	262	154	100

"Besides our Annual Examination we had Quarterly Examinations conducted by your Lordship assisted by some of the Priests of the Mission."

More than 50 prizes were in this year given to both the boys and girls' school.

The schools afford to a few boys the opportunity of preparing for the University Courses; it gives to many day-pupils an excellent education, while in the Military and East Indian Orphanages connected with it, many orphans and poor children are fed and clothed. The accommodation is extensive and contiguous, having been obtained at different times as funds were available and suitable properties could be obtained. State aid has been given in their purchase, under Lord Canning's Grant-in-aid rules, but the other grants are on

the salary grant system. Those sums I have lumped against the great schools, and only show the special aid afforded to the Orphanages. Rupees 1,832 was the Government allowance for Military children. The number I find were—

	Military children.		Others.	Total.
32	48	7	6	93.

Under the rules that came into force in 1857, Government allowed in Madras Rs. 7 a head for every fatherless soldier's child received into an Orphanage. Consequently a large number have been received under this head. A Government grant was made specially to the Orphanages in* 1866 (G. O. 5th November) of Rs. 2,400. And this was, on the representations of the Vicar Apostolic, raised to Rs. 4,800, *i. e.* "at the rate of 4 per annum for a number not exceeding 100."

Dr. Fennelly had asked on the precedent of the "Vizagapatam, Bellary and Cannanore"† cases that a grant equal to the amount of subscriptions realised from the public" should be sanctioned.

The G. O., 1st April 1869, No. 106, thus concludes:—

"The Right Hon'ble the Governor in Council is pleased to approve of the course suggested by the Director of Public Instruction, and to sanction its adoption during one year. Meanwhile, the whole subject of State aid to Orphanages will be considered by the Government."

I made an especial reference to the Madras Secretariat enquiring what action had followed.

It appears that enquiry had a short time previously been made from other Governments relative to the usage as to grants to Roman Catholic Orphanages for other than soldiers' children.

The concluding paragraph of the Chief Secretary's letter No. 434 of 21st December 1868, to the Bengal Government shows that the enquiry was of a general character, massing Natives and Europeans, and making no distinction between Famine Orphans, and those received under ordinary circumstances.

"I am particularly to enquire whether aid is equally afforded to Orphanages, Protestant and Roman Catholic, and whether assistance is given when these orphanages are intended for the reception of Natives as well as European and East Indian children, and are not specially designed to receive the children of European soldiers."

The information received in reply affording no precedents for fresh action, the subject seems to have been dropped; and the promised enquiry into the question "of State aid to Orphanages" has yet to be made.

CIVIL ORPHAN ASYLUM.

VIII.

224. The history of this school will be found in the Deputation Report of the Lawrence Military Asylum Commission. Founded in 1807 it has been successfully maintained under the management of a Committee of East Indian gentlemen in Black Town. In 1870 the Governor, Lord Napier, presented the Egmore buildings to the Com-

Early history.

* From the Accountant General, Madras, to the Chief Secretary to Government, Fort Saint George,—dated Fort Saint George, 24th October 1866, No. 254.

Budget Department.

With reference to the accompanying letter from the Director of Public Instruction, No. 1799, dated the 28th August last, and its enclosure, referred for my report, I have the honor to state that the proposed donation of Rs. 200 per month to the Roman Catholic Orphanages at the Presidency may be met from the provision of Rs. 38,000 in the current year's budget, on account of miscellaneous and unforeseen charges, under Grant "26 Miscellaneous."

Order thereon, 5th November 1866, No. 326.

The Governor in Council sanctions the disbursement of a moiety, *viz.*, Rs. (200) two hundred per mensem, of the cost of food and clothing for fifty of the destitute children maintained in the Roman Catholic Orphanages at Madras, a proportional reduction in the grant being made, in the event of fewer children being at any time maintained.

2. The present grant, to commence from the 1st November 1866, will, as recommended by the Director, be issued once a year, upon the Government receiving from Dr. Fennelly a report on the orphanages, with a statement of the number of destitute children maintained during each month of the year reviewed.

† I am told there is now no Cannanore Orphanage.

mittee and amalgamated the Fort or Saint Mary's Church School with the Civil Orphanage. The total numbers received now amount to 190 (125 boys, 65 girls) and there is accommodation in the buildings for 315.

Finance.

225. The funds now available may be thus placed:—

Government grants.	Rs.	*Private Contributions.*	Rs.
A. To Civil Orphanage	600	Interest on funded property ...	3,900
B. Educational grant	1,150	Woolley's Bequest	2,754
C. Fort School grant	540	DeMonte	170
		Subscriptions and donations	6,000
	2,290	Civil Orphanage miscellaneous receipts ...	1,200
		Fort school contribution	5,880
			19,904

Of the whole income of about Rs. 22,194, the State contributes but $\frac{1}{9}$th. This institution occupies the same place in Madras as the Free School does in Calcutta.

While the descendants of military persons were cared for in their special Asylums, this institution was meant to benefit children of non-military descent. The incorporation of the Fort School has not materially altered this.

Unconnected, as it so long was, with Government and dependent entirely on its own resources, the school has always been economically conducted.

The following figures, which have been used in the Lawrence Military Asylum Deputation Report show this. They refer to the Civil Asylum only.

Year.	Boys and Girls.	Establishment.		Diet.		Clothes.		Miscellaneous.		Total.	
		Rs.	per head.	Rs.	per head.	Rs.	per head.	Rs.	per head.	Rs.	per head.
1871	134	5,986	3 12 0	8,108	5 0 0	1,498	1	1,914	12	17,406	10 14 0

The Fort School was conducted even more economically. In 1870 the cost was Rs. 6,420 or Rs. 9-14-6 per boy; and on this the contribution to the Civil Orphanage was calculated.

The payments are thus made:—	Rs.
Rs. 400 monthly ... ... × 12 =	4,800
,, 45 master's salary grant ... ... × 12 =	540
At the end of the year ... ... =	1,080

And the yearly income of St. Mary's Church Fund which finds this allowance stands thus:—

	Rs.
Interest on capital	8,392
Government grant to master's salary	540
Government grant-in-aid towards expenses	423
Other sources	112
	9,467
Interest on Woolley's Bequest	228
Total Rs. ...	9,695

Administration and Government.

226. While admissions to the benefit of the Fort School will, as before, be distributed through the Garrison Chaplain, the Fort boys are treated like the rest of the School. The Garrison Chaplain draws a salary as Superintendent, and in consequence has taken the spiritual charge of the United School, a duty which was formerly

A. Governor in Council, 19th August 1857.

B & C. Received from the Educational Department on the salary grant system.

undertaken without any recompense by the Chaplain of Black Town. The educational establishments in either school are as follows :—

	Rs.	A.	P.		Rs.	A.	P.	Rs.	A.	P.
Head Master ...	125	0	0	Head Mistress ..	80	0	0			
2nd ditto ...	90	0	0	2nd ditto ...	40	0	0			
3rd ditto ..	50	0	0	1st Monitress ...	2	0	0			
Chief Monitor ...	2	0	0	2nd ditto ...	1	8	0			
Monitor ...	1	8	0	3rd ditto ...	1	8	0			
Ditto ...	1	8	0	Matron ..	15	0	0			
For cutting hair ...	0	8	0	„ allowance ...	5	0	0			
Sergeant	25	0	0							
Matron	15	0	0							
Tamil Moonshi ...	17	8	0							
			328	0	0				145	0	0
						TOTAL			473	0	0

And the domestic establishment is on a similar careful footing. There are rules and regulations of the usual kind and in some detail.

And this careful management causes economical administration :—

227. *Education.*—The Educational Inspector of the circle thus reported on the School at Christmas 1871 :—

"The numbers and classification of the Asylums were as follow :—

MAIL ASYLUM.

Class.	*Present*		*On the Rolls.*	
IV.	5		6	
III. Upper Division	7		7	
III. Lower „	7		9	
II. Upper „	5	54	5	61
II. Lower „	6		8	
I. Division A.	9		9	
I. „ B.	10		11	
I. „ C.	5		6	

"For the instruction of these eight divisions of classes there were employed two masters, a monitor, and a munshi to teach Tamil two hours a day.

"4. *Fourth class.*—The following extract from the tabular statement shows the subject selected for examination in the 4th class, and the averages of marks gained :—

SUBJECT.	English.	Dictation.	Arithmetic.	Algebra.	History.	Geography.	TOTAL.
Maximum marks	100	20	70	70	50	50	360
Average gained	53	18	9	14	27	22	143

"In English, the class was tested in reading, by *vivâ voce* questions, in repetition of poetry learnt by heart, parsing and paraphrase, the last two on paper. Reading was satisfactory, *vivâ voce* answering poor, except by one boy; repetition of poetry good by two, moderate by two and a failure for the remaining boys. Parsing and paraphrase are both above fair; and the general result, in English is also little above fair."

In Arithmetic, Euclid, and Algebra the result was not satisfactory.

"In History a sufficient quantity had been read, and the result averages fair, though two boys stand low.

"In Geography, only 17 pages are entered for examination, and the result is rather below fair.

"When, as usual, I called for the copy-books of the class for inspection, *none were forthcoming*, and the master stated that 'they had all been destroyed.'

"The Fourth Class, the highest in the school, must thus be reported 'unsatisfactory.'

"5. *Third Class.*—This class is entered in the syllabus as consisting of two divisions, a distinction hardly necessary, the only difference being that the lower division had done less of grammar and arithmetic than the upper. I have, however, observed the same arrangement, and the following extract from the tabular statement shows the averages of marks gained by each division :—

Subject.	English.	Dictation.	Arithmetic.	History.	Total.
Maximum marks	100	20	70	50	240
Division A, average gained ...	32	15	6	33	86
Division B, average gained	21	12	43	18	94

"With the exception of a paper in arithmetic, given to the upper, the examination of these divisions was *vivâ voce* and no slates.

"The higher division read badly, but stands, on the whole, moderately in English and fairly in dictation. Its arithmetic is an entire failure for four boys and exceedingly bad for the remaining three In history it has done well. As for the highest class, it was said that the copy books *had been destroyed.*

"The lower division of the class read indifferently, and answered very poorly in English. I gave five words from the portion specified, requiring the boys to write the meanings. Of the seven boys forming the division, five failed to give one meaning correctly, while the others gave two and three respectively.

"In dictation the class ranks as middling.

"Arithmetic, as far as Compound Addition, is a redeeming subject; the average of 43 marks out of the maximum of 70 having been gained.

"History is moderate, three boys having done fairly, three poorly, and one nearly failed.

"Both divisions fall much lower than efficiently taught boys should do.

"6. *Second Class.*—The divisions of the second class have the following entered in the syllabus as their work :—

1st Division 5. Scripture. Watt's Catechism of Scripture names. The whole.
English—4th Book ... ... Pages 13 to 25
Mavor's Spelling ... ... „ 93 to 98
Geography—Clift's Geography ... ... „ 17 to 25
Arithmetic, Simple Rules and Reduction.
2nd Division 8. Scripture. As 1st Division.
English—Mavor's Spelling ... ... Pages 77 to 88
Geography—As 1st Division.
Arithmetic—Addition, Subtraction, and Multiplication.

"I took all the subjects except Scripture. The following are the averages of marks gained :—

Subject.	English.	Dictation.	Arithmetic.	Geography.	Total.
Maximum marks	100	20	70	50	240
Division A, average gained ...	30	11	39	29	110
Division B, average gained ...	36	15	42	14	107

"Several boys read poorly. They had learnt by heart, without much intelligence, and could answer only in the words they had learnt, being entirely silent when I tried to get them to use familiar words of their own; or, if pressed to an answer, showing a total want of understanding. This style of rote-work I have before pointed out as characterizing the Asylum, and its *eradication is essential* to the proper progress of the boys.

"Dictation—the upper division wrote poorly, averaging nine errors in spelling; the lower division fairly.

"In arithmetic both divisions did well. The upper division answered very fairly in geography; but the lower badly, three boys in it having entirely failed.

"7. *First Class.*—The highest Division A, of this class read the Second Irish Book and worked addition and subtraction. In both, the boys passed satisfactorily, the following being their marks:—

Subject.	English.	Arithmetic.	Total.
Maximum marks	100	70	170
Average gained	46	64	110

"Division B could read easy words; and spelt and answered fairly.

"Of five present in Division C, four knew the letters.

"10. *Female Asylum.*—The numbers and classification of the Female Asylum were as follow at the time of the inspection:—

	Present.		*On the Rolls.*	
V. Class	... 15*		15	
IV. do.	... 12†		12	* Only twelve were examined—as three are monitresses attending the Scripture Lesson.
III. do.	... 10		10	
II. do.	... 12	65	12	65
I. do. Division A. ...	... 7		7	† Only eleven were examined—only one monitress.
„ do. „ B. ...	... 4		4	
Beginners	... 5		5	

"The teaching is done by two school mistresses and three monitresses.

"11. *Fifth Class.*—The standard of the fifth or highest class will be seen from the following extract from the syllabus supplied to me:—

Work of the 5th Class.

Scripture—The Acts of Apostles	...	Chap. i. to ch. xxviii.
„ (Memoriter) the Gen. Epistle of St. James,		Chapter i. to ch. v.
„ The Church Catechism	...	The whole.
Arithmetic—Colenso's (Vulgar Fractions) ...	...	... Pages 38— 56
„ „ (Simple Proportion)	...	... „ 81— 94
„ „ Bradshaw's ...	...	... „ 34— 44
„ „	...	... „ 52— 54
„ „	...	... „ 11— 37
English—Selections in Eng. Poetry, No. 1	...	... „ 90—107
„ —Gleig's Grammar	...	... „ 87—126
Reading—Morris' English History ...	...	... „ 137—185
„ — „ Indian „ ...	...	... „ 213—250
Dictation—Morris' English and Indian History	...	The same No. of pages.
Geography—(Asia). The Manual of Geography	...	... „ 63— 89
History—Morris' English History ...	...	... „ 137—185
„ — „ Indian „ ...	...	... „ 213—250

"The portions are, I think, rathersmall for a year's work; only half the day is, however, devoted to school-work, the whole of the afternoon being spent in needle-work, and in this the girls attain great proficiency; some of those who were candidates for teachers' certificates in August last having secured the highest marks for their exercises out of 140 candidates.

"The following extract shows the subjects in which the Fifth Class was examined, with the averages of marks gained :—

SUBJECT.	English.	Dictation.	Arithmetic.	History.	Geography.	TOTAL.
Maximum marks	100	20	70	50	50	290
Average gained	64	20	23	36	27	168

It is not necessary to continue this subject. The result of the examination on the girls' side contrasted favorably with that recorded of the boys' school.

These extracts will serve to show the style of education afforded at the Civil Asylum,—the existence of a carefully kept to curriculum of study, and the thorough way in which the results of an examination by an educational officer are recorded.

THE GORDON REFUGE.

IX.

228. This institution was founded in 1861 by Mrs. W. A. Morehead for relief of destitute children, generally of a lower class than those who obtain admission into the Military or Civil Orphanages.

Early history.

In 1863 the Committee's funds were materially assisted by the offer of a grant from the Trustees of the Gordon Fund. The money invested in this fund was bequeathed by an aged widow lady well known in Madras.

"On her death, she left a considerable amount of property in the hands of Trustees, to be applied by them in the furtherance of the same benevolent objects as those to which she had consecrated her life. The Trustees of her fund being satisfied that the refuge was a benevolent institution, such as that contemplated by Mrs. Gordon, offered her funds to the Committee, on the understanding that the refuge should henceforth be called the Gordon Refuge."

Owing to this amalgamation in 1863, the Committee were in a position to purchase a suitable and commodious house in St. Thome on the sea beach for Rs. 8,400. The situation is peculiarly healthy, and the compound, which is extensive, runs nearly up to St. Thome Church, to which the children have access. They also attend the Parish School. Their religious education, as well as an elementary secular one, consisting of reading, writing, and arithmetic, is carefully given. The great object in view is to train the children so as to qualify them to act as servants, or to fill usefully any sphere which may be open to them. They are taught to wash and cook and clean the rooms, to do all kinds of menial service, and the great principle is instilled into their minds that they should be ready to put their hands to any work.

229. The only figures that I have been able to obtain regarding this institution are of a somewhat old date, 1865. Up to that time reports were yearly published with the accounts carefully shown. This practice has been discontinued; and as the orphanage has never applied for Government aid, no notice was taken of my requests for financial returns. I believe, however, that the present management is as careful as that of former years.

Finance.

I here give a summary of the accounts of 1865 to show how cheaply such an institution can be conducted; and as the mode of exhibiting the accounts in the published reports is worthy of imitation, any unusual outlay and the necessity for it can immediately be detected.

DR. *The Gordon Refuge for destitute children in account with the Treasurer for the year* 1864-65. CR.

RECEIPTS.

	Donations.	Monthly subscriptions.	Board money.	Interest on Government Securities less Income Tax.	Interest on Gordon Fund less Income Tax.	Pensions due to children.	Rent of Workshop.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Balance in hands of the Treasurer ...	...	...	...	...	...	...	...	357 2 2
Do. do. Messrs. Arbuthnot and Co.	...	...	...	...	...	...	...	1,432 10 8
Do. do. Messrs. Parry and Co.	...	...	...	...	...	...	...	1,180 15 0
Arrears of subscriptions, &c.	...	...	...	...	...	...	...	283 10 0
June 1864 ...	.....	96 0 0	10 0 0	83 8 0	64 0 0	.....	12 0 0	265 8 0
July „ ...	.....	87 0 0	10 0 0	26 12 0	.....	.....	12 0 0	135 12 0
August „ ...	.....	93 0 0	.....	147 8 0	.....	12 8 0	12 0 0	265 0 0
September „ ...	.....	89 0 0	.....	.....	.....	2 8 0	12 0 0	103 8 0
October „ ...	.....	81 0 0	.....	19 7 0	.....	.....	12 0 0	112 7 0
November „ ...	.....	94 0 0	.....	.....	.....	.....	12 0 0	106 0 0
December „ ...	.....	105 0 0	27 8 0	26 12 0	.....	22 8 0	12 0 0	193 12 0
January 1865 ...	.....	183 0 0	.....	.....	.....	.....	12 0 0	195 0 0
February „ ...	75 0 0	93 0 0	.....	231 0 0	.....	.....	12 0 0	411 0 0
March „ ...	100 0 0	111 0 0	.....	.....	.....	.....	12 0 0	223 0 0
April „ ...	0 15 3	76 0 0	.....	19 7 0	.....	10 0 0	12 0 0	117 7 0
May „ ...	.....	71 0 0	.....	.....	150 0 0	.....	12 0 0	233 15 3
TOTAL ...	175 15 3	1,179 0 0	47 8 0	554 6 0	214 0 0	47 8 0	144 0 0	5,616 11 1
By sale of glass windows belonging to Refuge...	...	...	...	...	...	...	...	200 0 0
„ rent of property belonging to Gordon Fund	...	...	...	...	...	...	...	381 0 0
TOTAL ...								6,197 11 1

DISBURSEMENTS.

	Matron's salary.	Teacher's salary.	Servant's salary.	Food.	Clothing.	Washing, lighting, medicine, &c.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Cash paid by Messrs. Arbuthnot and Co., as per account current ...						...	358 2 6
Do. Messrs. Parry and Co., do. do. ...						...	283 10 0
	30 0 0	15 0 0	19 8 0	120 0 0	.....	2 0 0	206 8 0
	30 0 0	15 0 0	19 8 0	120 0 0	.....	19 8 0	204 0 0
	30 0 0	15 0 0	19 10 6	120 0 0	.....	18 2 0	202 12 6
	30 0 0	15 0 0	19 8 0	117 0 0	.....	18 2 0	199 10 0
	30 0 0	15 0 0	19 8 0	124 0 0	.....	17 12 0	206 4 0
	30 0 0	15 0 0	19 8 0	124 0 0	.....	17 12 0	206 4 0
	30 0 0	15 0 0	19 9 0	124 0 0	.....	17 12 0	206 5 0
	30 0 0	15 0 0	19 8 0	121 0 0	.....	17 6 0	202 14 0
	30 0 0	15 0 0	19 8 0	147 7 0	17 10 0	17 0 0	246 9 0
	30 0 0	15 0 0	21 14 7	118 0 0	45 0 0	27 8 0	257 6 7
	30 0 0	15 0 0	22 14 0	118 0 0	.....	22 7 0	208 5 0
	30 0 0	15 0 0	19 8 0	118 0 0	.....	17 0 0	199 8 0
	360 0 0	180 0 0	240 0 1	1,471 7 0	62 10 0	232 5 0	3,188 2 7
To Cash paid for printing last report ...						...	32 14 6
Do. do. Assessments and Quit-rents ...						...	27 1 2
Do. do. Repair of workshop ...						...	25 0 0
Do. do. Parchment record... ...						...	7 0 0
						Rs. A. P.	
To Balance in hands of Messrs. Arbuthnot and Co. ...						... 1,956 6 2	
Do. do. Messrs. Parry and Co. ...						... 897 1 6	
Do. do. the Treasurer						... 64 1 2	
							2,917 8 10
						TOTAL ...	6,197 11 1

DEPENDENCY.

	Rs. A. P.
Two Government Promissory Notes—	
No. 14459 for	500 0 0
„ 16167 „	500 0 0
TOTAL ...	1,000 0 0

MADRAS,
The 1st June 1865.

230. The object is to make the children handy and ready to work. The education, as I have already mentioned, is elementary, and a good deal of time is occupied in industrial occupation. Boys are only kept till the age of 8. The existence of this asylum among the benevolent institutions of Madras should be remembered.

Education.

PROTESTANT ORPHANAGE, BELLARY.

X.

231. The last published report of this orphanage for 1868 states that it had been in existence for more than 40 years, during which time it had

Early History.

"been instrumental in reclaiming a large number of destitute and orphan children, who would otherwise have relapsed into vice and heathenism."

I found no records bearing on the past history, but the enquiries I was able to make on the spot, and the papers the present Secretary, the Protestant Chaplain, supplied me with give a clear insight into its present state.

The report of 1868 refers to "an important change made regarding the pecuniary aid derived from Government in their order of 6th June 1868, No. 216, *viz.*, that in future the Government contribution to to the Protestant Orphanage Asylum, Bellary, shall be equal to the amount realized from local contributions, and that the grants issued be at present withdrawn." The former grants seem to have been "for food and clothing and salary grants."

Finance.

There is here no distinction drawn between educational and boarding expenditure. Indeed, a school of this class could not be carried on, if the Government proposed to aid the institution as an educational establishment only.

The Committee proceeded to apply the increased means at their disposal in securing to the orphans not only the benefits of ordinary education, but the advantages of practical industrial training, to enable them to earn their own livelihood on leaving the Asylum. The returns furnished me make no mention of the existing workshops. Such, however, exist to a limited extent. It struck me that most of the work was done by the native employed as a teacher, and in a small institution this must generally be the rule. But boys attend the workshop which is situated in the same compound with the school-house and orphanages.

232. The buildings for these latter are new or rather have been lately very much improved. But the whole institution is so small and the rooms are all so close to each other, that a complete separation of the sexes is impossible. Much may, of course, be done by careful supervision; and at the time of the recent unfortunate occurrence that supervision was probably wanting. The Committee had allowed a widow woman to continue in the performance of the duties she and her husband had formerly performed. I am not certain whether the Educational Inspector of the Circle could have remedied this had he known it. He should have known what the strength of the establishment was, and he should have been in a position to forbid such an arrangement.

Accommodation.

The ordinary strength of the establishment is as below:—

	Rs.	A.	P.
School-master	50	0	0
School-mistress	30	0	0
Superintendent	35	0	0
Pupil Teacher	1	0	0
Cook	7	0	0
Dhoby	6	0	0
Puckally...	6	6	0
Scavenger	5	0	0
Barber	1	0	0
TOTAL ...	141	6	0

Education.

233. The school-house is situated close to the orphanage. It is a good building and well found; The school is returned as a middle-class school for the middle and lower orders, and probably the Inspector's inspection and examination is conducted as in other Madras Schools. The chief feature of the institution is that there is a large day-school attended by children of all classes. This is an excellent arrangement, affording a suitable education to children of residents, while it in no way, under proper supervision, interferes with the interests of the destitute children collected in the orphanage. The question of the fees to be paid by the day-scholars is of course a separate matter, and the opposers of the present system may well object to rules which allow the children of Deputy Collectors and bandsmen to be alike educated for 8 annas per month.

But the Committee seem to me to have done wisely in grafting on the existing Asylum a well attended day-school.

The class of children.

234. The children in the orphanage are not all destitute. Some pay small sums, but this return shows they are of a class that peculiarly require assistance and a home.

Ages.	Occupation of parents.	Parentage.	Grounds of admission.
	Boys.		
5. 16 to 18 ...	3 Private soldiers ...	6 European ...	4 Orphans.*
4. 14 to 16 ...	3 Non-comsd. officers ...	2 Eurasian... ...	8 Fatherless *
3. 12 to 14 ...	4 Pensioners ...	7 Indo-Briton ...	1 Motherless.*
4. 8 to 12 ...	1 Artificer ...	4 Not known ...	
2. below 8 ...	7 Writers	... ...	5 Father's means insufficient.*
	Girls.		
1. 16 to 18 ...	4 Private soldiers ...	6 Eurasians ...	5 Fatherless.
2. 14 to 16 ...	1 Non-comsd. officers ...	6 Indo-Briton ...	6 Illegitimate.
2. 12 to 14 ...	4 Pensioners ...	2 Not known ...	2 Father's means insufficient.
4. 8 to 12 ...	2 Civilians	... ...	1 Placed temporarily.
5. below 8 ...			

5 Illegitimate.

ROMAN CATHOLIC ASYLUM, BELLARY.

XI.

235. A report on this school was published in 1872, from which I make the following extracts :—

"In the year 1860, it was brought to the notice of the community in Bellary that a considerable number of children were living in the bazaar in the midst of temptation and vice, and unless rescued were likely to fall into Paganism, and to add to the criminal population. To remedy this unhappy state of things, a Public Meeting was held with the permission and approbation of Major General Coffin, Commanding the Division, when it was resolved that funds should be raised for the establishment of an Asylum, where such children as were voluntarily given up by their nominal guardians could be maintained, educated, and fitted to become useful members of the community. Contributions, sufficient to support the children while their numbers were small, were received. When numbers increased, applications were made to Government for co-operation which was granted in the shape of limited grants-in-aid. On the 4th June 1868 a grant equal to the amount of the local contributions was sanctioned by Government on a memorial of the Committee to His Excellency the Governor in Council, Lord Napier, K. T. This served as a stimulant to the generosity of the community as each subscriber knew that an amount equal to his contribution would be received from Government, and thus a new era of success and prosperity was inaugurated. The following month a Girls' Industrial School was established. It has obtained a moderate share of success. The net profit for work done in 1871 amounted to Rs. 204-2-0. In July the following year an Industrial School for boys was established. The boys apply themselves with great diligence to learn their trades. The cash received for work done in 1871 amounted to Rs. 4,550-1-5. It must be borne in mind that it is a training school, and that the lads will leave as soon as they know their trades and are enabled to earn a livelihood, and will be succeeded by others who will have to be trained in turn, and thus a staff of clever

tradesmen will always have to be kept up at a considerable expense for the purpose of imparting instruction. A portion of this cost will be defrayed by their labour in the workshop. The accompanying extracts from the report of the Inspector of Schools and from the remarks of customers will show the different trades carried on, and the manner in which work is executed in the institution. During the year a store-room, painting-room, smithy, and a stone wall 5 feet high inclosing the compound were erected at a cost of Rs. 1,875-15-1. The health of the children was good, and their conduct excellent. The number on the books in the beginning of the year was 27. Four were received and three left."

The numbers as shown in the tables strike me as somewhat high, and it would seem as if natives attending were also included. The Chaplain mentions that the school though—

"primarily established for the middle and lowest class of European and East Indian society, is now largely availed of by Natives."

This Asylum, like its Protestant sister, enjoys a Government grant equivalent to its local income from subscriptions, school fees, &c. And it is said that it is specially permitted to reckon the net profits on work done in the Boys and Girl's Industrial Schools towards calculating the equivalent. The annual cost to Government is said to be Rs. 23-6-8 per child.

Education.

236. Industrial instruction is put forward as the primary object of the institution, and education the secondary. This is as it should be, but it is somewhat difficult to keep to. The Asylum is reported on by the Inspector of the Circle at some length. The following quotations are obtained from the report published by the Committee :—

"I was very much interested by the Industrial Schools attached to the two Orphanages. There are a carpenter's shop, a painting shed, and a smithy, in which the older boys are taught to work, and as the different trades are carried on by experienced hands, who, as I saw, can turn out work of no little ingenuity and considerable finish, the apprentices have every opportunity of learning one or more of these useful trades, which can in after life become to them a source of livelihood. The establishment of these Schools of Industry has also, as Mr. Doyle assures me, an excellent moral effect on the orphan boys who now see a prospect of honest livelihood open before them, where before there was only the dreary aimless life of an orphanage. The girls on their side are no less industrious, though in different ways. A great deal of sewing is done by them both with sewing machines and by hand, and the specimen of plain and ornamental work that I saw proved their skill and diligence. They are also initiated into the mysteries of cooking and house-keeping as an useful preparation for the work of married life. In fact, practical training is as complete as, if not more so, than their intellectual education, and the Industrial Schools are a most valuable addition to the orphanage."

PROTESTANT ORPHANAGE, VIZAGAPATAM.

XII.

237. As the position of this Orphanage in the Northern Circars prevented my visiting it, I am fortunate to be able to give an account of it from the report of the Educational Inspector.

Extract from the Report of A. BOYLE, Esq., *Inspector of Schools, dated Inspector's Office, Bellary, 28th August* 1871.—*Paras.* 16 *and* 17.

"There are 32 orphans besides 6 girls not on the foundation, day scholars who pay a fee, divided into classes as under :—

Class.	Boys.	Average age.
1st or highest	8	14 years.
2nd	6	11 do.
Class.	**Girls.**	**Average age.**
1st or highest	7	15 years.
2nd	7	11 do.
3rd	10	8 do.

* The Educational Report, Madras, gives 1843 as the year of foundation.

"2. The children are in school for five hours a day for five days in the week, of which one hour a day is devoted to Scripture reading.

"3. The Government allowance during the year has been Rs. 2,896, so that, reckoning the foundation pupils only, the cost to Government of each for the past year is Rs. 121-10-0, a high rate, I think, when the results produced are considered, *viz.*, 14 boys and 18 girls trained to nothing by which to get a livelihood, and their education confined to the merest elements. Girls 17 years old and boys 15 know nothing in arithmetic beyond the simple and compound rules, and these only when actually told to multiply, divide, &c. It was a rare thing for them to work a question which was put in such a form that they had to discover for themselves the *modus operandi*, however simple that might be.

"4. It is not easy to account for this state of things. Mr. Bowers I see in his last report attributes it to the inferiority of the materials. I cannot, however, agree with him on that point; the children are mostly intelligent enough—quite up to the average. I attribute it to the drowsy influence which, as a rule, pervades elemosynary institutions of this class, and to the teachers who too easily succumb to the influence instead of trying to overcome it. I am fully convinced that more might be made of these children than is made; and that to say the materials are at fault, has a tendency to encourage a teacher's neglect.

"5. I could have wished, therefore, as far as the interests of the institution are concerned, that a new man with plenty of energy to counteract the general deadness of the place had been appointed Head Master, instead of one who naturally and by long connection with the place is only too apt to run in the old groove.

"6. With respect to the girls, I think too little time is devoted to secular teaching; out of the five school hours a day, they devote one to Scripture reading and two to needlework, thus leaving only two hours a day to ordinary secular instruction, about one-half of what it should be. I asked to see their plain work, and was shown a lot of shirts and towels in various stages, and the work *generally*, as far as I could judge, was neat and creditable. I found that the girls were not taught that part of the work which requires the most thought and skill, *viz.* "cutting out," which I think a serious defect in part of their training.

"7. In the First Class of boys an average of ·45 of full marks were gained in arithmetic, which is fair for what they had been taught; but I contend that boys of their age ought to know more than the simple and compound rules. In dictation the mistakes were ·4 per line per boy as the average, three boys having no errors; the handwriting was also, as a rule, good. Their reading was fair, but pronunciation not as correct as it should be.

"In Grammar ·5 of full marks was gained, which is very fair. Three boys knew a little English History and answered fairly.

"8. I was glad to learn that the Committee had begun to put the bigger boys in the way of learning a trade, and that four are sent daily to the printing office attached to the Collector's Cutcherry.

"9. The 2nd class did very well in the four simple rules; in dictation had an average of 1 mistake per line per boy which is tolerably fair for the stage to which they had been brought. These little fellows read the Bible for an hour a day, learn the Church Catechism for an hour a day and learn English poetry for an hour a day for 3 days a weeks; this seems too much learning by heart. To teach them to gabble over a lot of poetry in the way they do it is, I think, worse than useless, and the time would be better spent if employed in teaching them to read, &c.; at present, they receive instruction in reading, during only 2 hours a week.

"10. The first class of girls read very fairly but with little animation. In English grammar they gained ·7 of full marks; in history ·7; in geography ·8; and in arithmetic ·34. In dictation they had less than 1 mistake per line per girl on the average—All of which is creditable as far as it goes, but they had done so little and that of so elementary a nature that the value of the numbers sinks in proportion. Their arithmetic is particularly unsatisfactory, the simplest questions puzzled them. These girls ought to devote more time to ordinary secular study, arithmetic particularly. They write generally a neat hand. In the second class the girls read fairly, but with too much drawl. Their knowledge of English grammar was very limited and elementary. In dictation the average errors were a little less than 1 per line per girl and in arithmetic ·7 of full marks was gained both good. They repeated some poetry, but there was the same defect as in their reading; many of these little girls were bright-looking children and apparently very good materials to work upon.

"11. The lowest class is in a very elementary stage, just knows the alphabet and the first 2 columns of the multiplication table. They can repeat a great number of hymns and pieces of poetry. I think it a mistake to teach such little children so much recitation. To teach them to read would be far more serviceable.

"12. On the whole it will be seen from my report that I consider the attainments of the children too elementary when taking into account the age of the children and the number of years many of them spend in the institution. Several of the girls are 16 or 17 years of age, most of the boys 14 or 15; two boys have just left who were respectively 17 and 18 years old. The master ought to be expected to bring his highest class up to the standard of

the U. C. S. General Test and the boys should go in for the examination, and the mistress should bring her girls up to the standard of the 2nd grade examination for school mistresses; the faculties of the children want stimulating by having some definite object in view. Who can wonder at the littleness and unsatisfactory progress of children trained up under such a deadening system as the present one? The master does not keep a register for marking the boys after each lesson. Thus the boys have not the stimulus to exertion which might be given them by the chance of taking a good place in the class. I noticed many other little things especially in the boys' school, which showed very clearly the pervading principle."

To this report, when communicated to them by the Director of Public Instruction, the Committee took exception. They showed that reductions had been made in the teaching staff, and in the numbers of children received owing to the lessening of the Government grant, that generally the asylum had been in a transition state, that the age of the children had been somewhat overlooked, and they finished their letter with the remark that—

"The Committee feel that the Inspector has not, in his report, taken a full view of the aim and object of the institution. He has dealt with it rather as a *day school* than as an *Orphanage*, and as if the only result of our expenditure was the actual amount of secular education given and has apparently entirely forgotten that the institution, is intended for two purposes—1st, to "board and lodge gratuitously," and to rescue from the combined misery of poverty and vice orphan and destitute children of European and East Indian parents; 2nd, to train them up in habits of honest industry as useful members of society.

"Whatever may be the need of improvement, the Committee maintain that the present position of those who have passed out shows that these objects have been generally fulfilled.

And in support of this they attach the following short statement of the last 27 boys who have passed out of the institution.

No.	Employment.	Salary.	No.	Employment.	Salary.
		Rs.			Rs.
1	Telegraph Department ...	70	1	Clerk	25
2	Ditto ditto ...	60 each.	1	Do.	15
1	Forest Department ...	60	1	Government Press died young	15
3	Telegraph Department ...	56 ,,	1	Mechanic	15
7	Ditto ditto ...	52 ,,	1	Ditto	10
1	Ditto (dead) earned ...	45	1	Employed at Cuttack ...	Not known.
1	Ditto ditto ...	40	1	Sailor	Ditto.
1	Police Inspector	Not known.	1	In training for Government School Master.	...

It would seem that an infusion of new blood had been required, but the remarks of the Committee that the objects of the institution were not simply educational are much to the point. That there is room for improvement in the financial management is evident from the high average cost. This is given by the Committee at Rs. 41-11-10 on education, and Rs. 124 on boarding. For this class of school this is exceedingly high. I believe these figures refer to the present state of things, and if so, the reduction of the Government grant, has not made the expenditure as low as it should be.

At one time the Government appear to have given Rs. 2 for every 1 Re. locally raised, but now the rate usual in Madras has been adopted, and an equivalent is given without any restriction on educational or boarding expenditure.

MADRAS DAY SCHOOLS.

238. In the return of Madras educational classes for European and Eurasian children a large number of day schools will be found. These are chiefly connected with the district churches, and through them a large section of children is reached who would otherwise be without any schooling. Yearly reports on some of these schools are published with the annual church accounts. All who receive grants-in-aid make returns to the Educational Department, and are inspected and examined by its officers, but the annual examinations are generally conducted by private gentlemen. The schools are generally of an elementary character, and complaints are rife that the children are too migratory

—that they do not remain long enough at school to derive much advantage. But if all these schools pursue such a curriculum as the following statement shows to be in use in the Union Schools, it will probably be acknowledged that the standard attempted is sufficiently high. The grants-in-aid by the State are given on the salary grant system, but the Educational Department's standards are in most instances followed.

Statement exhibiting the studies of the various classes in the Union Schools, John Pereira's.

Classes.	No. in each Class.	Studies.
		Boys.
IV.	3	Holy Scriptures—Morris' English History, Morris' Indian History—Manual of Geography—Morell's Grammar and Analysis—Paraphrasing—Todhunter's Algebra—Pott's Euclid—Barnard Smith's Arithmetic—Dictation—Writing—Eton Latin Grammar.
III.	9	The same as IV. except Latin and Euclid.
II. A.	7	The Holy Scriptures—Church Catechism—Lessons from 5th Book—Manual of English Grammar—Outlines of Geography—Bradshaw's Arithmetic—Writing—Dictation—Composition and Morris' India, Latin roots, Euclid's Elements (oral.)
II. B.	10	The Holy Scriptures—Church Catechism—Lessons from the 4th Book—Manual of English Grammar—Outlines of Geography—Bradshaw's Arithmetic—Writing—Dictation—Composition—Morris' India—Euclid's Elements (oral).
I. A.	11	Reading—4th Book. Dictation from the Reading book. Grammar—Grammatical Primer. Geography—Geographical Primer. Notation and Numeration. Arithmetic—4 Simple and Compound rules. Transcription and Roman numbers. Copy Writing. Spelling, from the Reading book generally. Scripture—St. Matthew's Gospel. Church Catechism.
I. B.	16	Reading—3rd Book. Spelling, from the Reading book. Transcription from the Reading book. Arithmetic—4 Simple rules. Notation and Numeration. Copy Writing. Catechism—1st.
		Girls.
IV.	9	Holy Scriptures—Church Catechism—Hymns—Manual of Grammar—Bradshaw's Arithmetic, Vulgar Fractions—Morris' History of England—Morris' History of India—Reading from the Senior Reader No. 5—Selections of English Poetry—Dictation—Writing—Plain and Carpet Work—Tamil—Reading and translation from 1st Book.
III.	14	Holy Scriptures, Church Catechism—Hymns—Manual of Grammar—Bradshaw's Arithmetic—Simple Rules, Compound Rules—Geographical Primer—Reading from the Reader No. 5—Selections of English Poetry—Dictation—Writing—Plain and Carpet Work.
II.	15	Church Catechism—Grammatical Primer—Bradshaw's Arithmetic—Catechism of Geography—Dictation—Writing—Reading from 4th Reader—Manual of Grammar—Selections of Poetry—Plain Work.
		Infant Class.
I.	32	Holy Scriptures—Spelling and Reading—Writing on Slates.
		Boys in Tamil.
I.	4	Reading and Tamil translation into English from Kadamunjary and St. John's Gospel—Spelling—Dictation—English meaning for Tamil, and Writing on Slates—Pope's Grammar—Vocabulary.
II.	8	First Book of Reading—Tamil translation—Spelling—English meaning for Tamil—Dictation and Writing on Slates.
III.	7	First Book of Reading—and Spelling—Tamil translation into English—Dictation and Writing on Slates.
IV.	10	First Book of Reading—First part, Monosyllables—Writing on Slates—Dictation.

And I notice that the Cathedral Schools had at one time a special matriculation class.

The funds of these schools are raised by subscriptions, by fees and by the grant-in-aid. Up till a late date a minimum fee of one anna for every pupil attending was a condition required by the Educational Department. In 1871, I believe, the scale of fees was raised for all schools teaching English. This, in the case of native schools, natural step was applied to the poor day-schools of which I am now writing, and naturally resulted in a very considerable falling off of attendance. The poverty of the large East Indian population in Madras itself (shown in the last census return—

Men.	Women.	Children.
4,642	5,334	6,233

is indescribable. And it seems that a divergence from the usual policy of treating European and Native Schools alike might well have been tried. Lord Canning's grant-in-aid rules would have been most applicable. Perhaps there was the fear lest difficulty should arise in drawing the line between Eurasians and Native Christians, and so the former class in Madras has lost the advantages of those rules. At Conoor, Coimbatore, there are small day-schools maintained chiefly by a private gentleman. Ootacamund has a Seminary of its own, and a school has recently been started to the memory of the late Mr. Brecks, Commissioner on the Neilgherries.

There is also a private school for girls and little boys of the higher classes; and a few years ago there was a large and apparently flourishing boys' school, but the proprietor was unable to continue it.

The Lawrence and other Military Asylums I have not here referred to. Although some small day-schools may not be returned, I believe all European and Eurasian schools in the Madras Presidency are accounted for.

BOMBAY.

Numbers.	Names of Schools.	Where located.	When founded.	Denomination or Creed.	Under what management.	Number of Children.					
						Day Scholars.		Boarders.		Total.	
						Male.	Female.	Male.	Female.	Day Scholars.	Boarders.
I	Diocesan High School ...	Byculla, Bombay ...	1866	Protestant ...	Committee ...	36	42	...	...	78	...
II	Scottish E. S. High School ...	Ditto, ditto ...	1867	Scotch Church ...	Ditto ...	45	46	15	10	91	25
III	Ditto Fort School ...	Fort, ditto ...	1867	Ditto ditto ...	Ditto ...	56	50	...	...	106	...
IV	St. Mary's Institution ...	Mazagong, Bombay ...	...	Roman Catholic ...	Bishop ...	152	...	160	...	152	160
V	St. Xavier's College and School	Esplanade ditto ...	...	Ditto ditto ...	Ditto ...	510	...	25	...	510	25
VI	Bishop's High School ...	Poona ...	1864	Protestant ...	A Committee ...	77	...	10	...	77	10
VII	Bishop's Girls' School ...	Ditto ...	1864	Ditto ...	Ditto ...	...	37	...	...	37	...
VIII	St. Vincent's School ...	Ditto ...	1861	Roman Catholic ...	Bishop ...	108	...	...	...	108	...
IX	Convent School ...	Ditto ...	...	Ditto ditto ...	Ditto ...	...	60	...	160	60	106
X	Ditto ditto ...	Belgaum ...	...	....	... ...	99	...	11	...	99	11
XI	Educational Society School ...	Byculla, Bombay ...	1815	Protestant ...	Committee ..	18	...	162	20	18	182
XII	Scottish Orphanage ..	Mahim, ditto ...	1847	Scotch Church ...	Ditto ...	7	...	36	34	7	70
XIII	Indo-British Institution ...	Sonapoor, ditto ...	1838	Protestant ...	Ditto ...	6	6	28	25	12	53
XIV	St. John's Day Schools ...	Colaba, dltto ...	...	Ditto ...	... ...	24	20	...	...	44	...
XV	St. Peter's School ...	Mazagong, ditto ...	...	Ditto ...	Private ...	12	19	...	...	31	...
XVI	St. Elizabeth's Day School ...	Ditto, ditto ...	...	Roman Catholic ...	Bishop ...	...	62	...	...	62	...
XVII	St. Joseph's Girls' School ...	Cavel St. ditto ...	...	Ditto ditto ...	Ditto ...	...	85	...	...	85	...
XVIII	Pensioner's School ...	Poona ...	...	Protestant ...	Committee ...	50	...	...	...	50	...
XIX	Ditto ditto	Belgaum ...	1...	Ditto ...	Ditto ...	45	...	...	...	45	...
XX	European and Eurasian School...	Sholapoor ...	...	Great Indian Peninsula	Railway Officer ...	7	6	...	...	[1]13	...
XXI	St. Patrick's School ...	Kurrachee ...	...	Roman Catholic ...	Bishop ...	[1]180	...	14	...	180	14
XXII	European and Indo-European School ...	Ditto ...	...	Ditto ditto ...	Ditto ...	64	50	...	...	114	...
XXIII	Manora School ...	Ditto ...	...	Christian ...	Committee ..	12	18	...	...	30	...

I.—[1] No details are furnished, so I am unable to say how this sum is made up.

II.—[1] Rs. 1,988, of this is a special grant representing a moiety of the first half-year's expenses. [2] These figures are shown as furnished, but the boarding arrangement is private.

III.—[1] There is a sum in hand of Rs. 10,248-15-2, but it is more of the nature of an endowment.

IV.—[1] Rs. 6,300, of this is received for soldiers' children.

V.—[1] This is chiefly met by the Mission Fund. The low rate follows on the large number of religions employed. [2] and [3]. The details are probably not quite exact. If Rs. 35 per mensem is spent on each pupil's board, it will be in consequence of there being a large number of masters to feed and clothe.

VI.—[1] Nine-tenths of this was drawn from a sum of money belonging to this school, but in charge of the Diocesan Board, to meet the expense of permanent alterations and improvements in the School property.

VII.—[1] No detail of this sum is given.

VIII.—[1] The educational staff chiefly consists of ecclesiastics, but there are secular teachers also.

IX.—[1] Rs. 2,760 represent Government allowance for Military Children, and Rs. 1,308 payment by results. [2] The deficit here shown is met by Mission Funds. [3] Almost the whole expenditure is returned under Boarding. The Nuns' food, &c., is all shown in diet.

X.—[1] Partly supplied by Roman Catholic Mission. [2] Nearly all absorbed by secular teachers.

XI.—[1] About Rs. 37,000 represents payments for military children, and the balance only is the grant-in-aid. [2] Chiefly derived from the press.

BAY.

Annual Receipts.						Annual expenditure.					Monthly Maximum payment, exclusive of accomplishments.		Monthly expenditure on Boarding per head.					Remarks.
Balance.	Interest of endowment.	Government grant.	Fees of education and boarding.	Private sources.	Total.	On education.	On education per head.	On boarding.	On boarding per head.	Total.	Day Scholars.	Boarders.	Establishment.	Diet.	Clothing.	Miscellaneous.	Total.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
						Higher.												
270	...	500	1,689	[1]5,691	7,550	7,280	93	...	...	7,280	10	30	Private arrangement.					I. at p. 188 & 222
5,124	...	[1]3,020	4,468	145	12,743	7,410	64	...	[2]288	7,410	10	30	6	14	...	4	[2]24	II. „ 189 & „
[1]...	400	2,416	6,502	145	9,463	9,333	88	...	...	9,333	10	...	...	...	...	...	...	III. „ ... ...
...	...	10,262	21,501	131	33,080	9,360	30	23,720	148	33,080	15	40	No detail.				12	IV. „ 192 & „
...	...	5,747	7,211	[1]11,614	24,572	13,947	[2]27	10,625	[3]426	24,572	15	48	...	...	...	...	35	V. „ ... ...
625	...	2,278	4,995	[1]1,023	8,921	7,590	87	...	...	7,590	5	40	Private arrangement.					VI. „ 194 & „
305	...	469	1,799	[1]2,050	4,623	3,762	102	...	...	3,762	...	...	...	...	...	...	...	VII. „ ... ...
608	...	1,438	850	...	2,896	2,530	[1]23	...	...	2,530	3	...	...	...	...	...	...	VIII. „ 192 & „
...	...	[1]4,068	1,600	2,872	[2]8,540	[3]300	2	[4]15,300	92	15,600	...	...	1	5	1	1	8	IX. „ ... ...
...	...	706	1,874	[1]1,134	3,648	[2]2,070	24	983	90	3,653	...	...	1	5	1	1	8	X. „ ... ...
						Lower.												
2,744	3,287	[1]44,282	8,137	[2]27,822	87,017	31,915	108	52,358	185	84,273	3	10	2	8	3	3	16	XI. „ 197 & „
[1]...	3,600	[2]3,494	4,280	[3]9,076	20,450	6,314	82	14,553	189	[4]19,027	5	...	3	10	2	1	16	XII. „ 203 & „
711	143	[1]...	3,166	[2]5,426	9,446	4,631	[3]72	6,203	117	10,834	...	16	...	6	1	3	10	XIII. „ ... ...
...	...	575	1,766	[1]1,140	3,781	[2]3,781	86	...	...	3,781	3	...	..	...	...	...	...	XIV. „
...	...	305	966	...	1,271	1,271	37	...	...	1,271	3	...	...	...	...	...	...	XV. „
...	...	332	1,320	[1]960	[2]2,612	3,180	51	...	...	3,180	2	...	...	...	...	...	...	XVI. „ 190
...	...	447	886	[1]1,008	3,241	3,241	38	...	...	3,241	1	...	...	...	...	...	...	XVII. „ 190
605	[1]270	409	113	[2]1,040	2,437	[3]1,483	30	...	...	1,483	...	...	...	...	...	...	...	XVIII. „
427	...	698	250	544	1,919	[1]1,592	35	...	..	[2]2,392	1	...	...	...	...	...	...	XIX. „
1,006	...	126	194	[2]195	1,521	610	47	...	...	610	1	...	...	...	...	...	...	XX. „
...	...	[2]2,702	[3]2,854	4,963	10,619	9,011	[4]46	1,508	107	10,519	2	...	...	No details.			9	XXI. „ 190
1,783	[1]182	1,656	3,114	2,121	56	7,097	[2]62	...	...	1,097	3	...	...	...	...	...	...	XXII. „ 190
110	...	242	812	209	1,373	1,130	38	...	...	1,130	5	...	..	...	...	...	...	XXIII. „

XII.—[1] Rs. 74,848 is invested in Government paper. [2] Grant-in-aid, Rs. 1,485; allowance for soldiers' children, Rs. 1,169; special payments; V Standard Rs. 840. [3] More than Rs. 5,000 in loans. [4] This cost is the actual expenditure shown, but it does not represent the totals of preceding columns.

XIII.—[1] Educational grants are given, but probably by mistake omitted. [2] Chiefly made up of church collections and subscriptions, includes domestic establishment.

XIV.—[1] From Diocesan Board. [2] Does not include annual repairs, Rs. 60, which the Church Fund undertakes.

XVI.—[1] Half by subscriptions, half from rent of part of the house. The children are chiefly from the P. and O. Dock-yard. [2] Mission Funds supply the deficit.

XVII.—[1] Through the Roman Catholic Bishop. The school is chiefly for Portuguese girls.

XVIII.—[1] From Rs. 3,300 in Government papers. [2] Rs. 600 from Diocesan Board. [3] The expenditure is said to have been much reduced this year.

XIX.—[1] Rs. 800 or the difference between these two columns is extraordinary expenditure, *viz.*, enlargement of school building.

XX.—[1] Represents average attendance, not the number on the rolls. [2] From Diocesan Board.

XXI.—[1] Thirty of these are free scholars. [2] Rs. 1,450 was the Government grant. The municipality seems to make a grant. [3] Fees for boarders seem not to be included, but the boarders' accounts are altogether unreliable. [4] Nearly Rs. 1,800 spent on purchase of a new house brings up the rate.

XXII.—The school has Rs. 3,000 in Government paper. Rs. 448 monthly said to be the cost of educational establishments.

THE BOMBAY INSTITUTIONS.

THE DIOCESAN HIGH SCHOOL.

I.

239. The first English school, not of an eleemosynary character, was established in Bombay in 1866. The Freemasons lent their hall at Mazagon, and the school made fair progress under the Reverend Mr. Dubois. On that gentleman's departure for a higher post in another presidency, difficulties arose. The Bishop of Bombay himself undertook the school for three months, until the arrival of a fresh Master from England. The following report sums up the work done during the first five years :—

Early history.

"In offering to the public the first report of these schools, now established for upwards of five years, a word of explanation seems necessary. Hitherto the institution has been to a large extent under the immediate supervision and control of the Diocesan Board of Education, and a detailed account of the working of the schools has been given in their annual report. But in July last it was thought advisable that these schools should be placed on a somewhat different footing, it being contrary to the intention of the Diocesan Board of Education to take the direct management of any particular school, and with the concurrence of the Board it was decided that the entire management and control of these schools be vested in the Local Committee. By this arrangement a distinct responsibility rests with the Committee, and the school, while it owes everything to the Board of Education, is not more closely connected with it as regards its general management than the various other schools which derive their existence from the same source. Under these circumstances, an independent report of the progress of the institution seems due to the Board no less than to other supporters, whether subscribers or parents of children. For convenience sake, this is dated from October 1870, when the present Head Master arrived from England and took charge of the school. At that time, from one cause and another, the school was at a very low ebb, the number of scholars having fallen from upwards of one hundred to about thirty. This decline may no doubt be chiefly attributed to the sudden departure of the former Head Master to another sphere of duty, and the unexpected delay that occurred in supplying his place. Another disadvantage under which the school at this time labored was the want of a permanent bungalow in a good central position. The removal of the schools from Clare Road, Byculla, to Victoria Road, Mazagon, proved to be most inconvenient to the children, and led to many withdrawals. Both these difficulties have now been met. Through the instrumentality of the Diocesan Board of Education, a Head Master has been procured from England, and an excellent upper-storeyed bungalow purchased, so that the school now possesses a stability that it has not hitherto enjoyed. The new building is well adapted to its purpose, and has been supplied with suitable fittings and apparatus. The boys and girls' school rooms have separate entrances, and care has been taken to keep the departments quite distinct. The dormitories for both are upstairs, and on different floors under the immediate supervision of their respective heads. There is also a covered play room, and a good compound, which is being laid out as a cricket-ground for the boys. With such advantages, as might be expected, rapid progress is already apparent both in numbers and general efficiency. Since the arrival of Mr. Swornsbourne, the school has been steadily going up, and within the last six months has more than doubled its numbers. This rise in the school did not take place sufficiently early in the year to enable the new boys to be presented at the examination held by the Government Inspector in November last, but without this the grant-in-aid exceeds that of the previous year by Rs. 104, while two boys, Thomas Taylor and Montague Hastings Page, who have been at the school since its commencement, and owe their entire education to its training, passed successfully the Matriculation Examination for the University of Bombay, thereby making the whole grant Rs. 406 in excess of what was obtained last year. The condition of the girls' school under Miss Watling and her Assistant Mistress, Mrs. Glyed, is no less satisfactory, the results of the late examination showing an advance both in the educational status and the proficiency of the pupils. But it is hoped yet to raise the standard of education in this branch of the institution, so that girls may be encouraged to remain longer at school, and qualify themselves for any situation in life that they may be called upon to occupy. With the spread of education now going on in this country, a high class school is much required where girls may be specially trained and taught with the view of preparing themselves to earn their own livelihood, if need be, by going out as teachers in this or other institutions. Such facts as the above speak for themselves. They are creditable alike to teachers and scholars, and are more than sufficient to justify the Committee in anticipating the best results during the current year. With the view of giving encouragement to talent, it has been decided to institute a certain number of scholarships and exhibitions which will be competed for annually; and by this means it is hoped to create a healthy spirit of emulation throughout the school. The Committee desire to tender their sincere thanks to

those gentlemen who have assisted them in carrying out this object. Prizes also will be given to those who obtain the highest number of marks from the Government Inspector in their respective standards, and to all who pass the Matriculation Examination. The Committee have also much pleasure in announcing that Mr. Cowasjee Jehanghir Readymoney has presented the school with a first-class harmonium, which will, no doubt, prove of great service in cultivating the musical tastes of the pupils, and for their future encouragement in this branch of education prizes for music have been promised by Mr. Mull. The special thanks of the Committee are due to these gentlemen for their liberality and kind interest in the school. Thus, whether in regard to the improvements instituted, or the success of the pupils, the review of the past year is full of encouragement, and the Committee will not cease to continue their exertions to make the school in all respects worthy of the Church with which it stands connected, and to take its proper place among the educational institutions of Bombay."

Finance.

240. Like other schools its early years have been times of trouble. Bishop Cotton's testimonial fund, Rs. 5,700, made up to Rs. 10,000 by a private gentleman, has been the means of its now finding shelter in a house of its own. The Society for the Propagation of Christian Knowledge gave Rs. 10,000, and Government, under Lord Canning's rules, doubled the whole. The present bungalow cost Rs. 40,000. It has accommodation for about 30 boarders and an unlimited number of day scholars. The returns sent me make no mention of the former. Probably they are included in the number of the day-scholars, the boarding arrangements being a private concern. The Government grant is on the payment-by-results system, and amounts to but Rs. 6-9-11 per cent. of the year's expenditure. The Director of Public Instruction shows that in 1869-70 and 1870-71 the cost to Government, calculated on the number presented for examination before the Inspector, was Rs. 17-5-8 and Rs. 10-12-9 respectively.

Government and Administration.

241. Originally administered directly by the Diocesan Board of Education, the management has now been made over to a local Committee, the Secretary of which is the Chaplain of Byculla.

The immediate direction of the schools is necessarily in the hands of the Head Master and Mistress, independent authorities under the same roof. There has been a good deal of change and some confusion, and I was unable, even on the spot, to get much information on the financial management. Neither of these authorities was able to give me any information as to the boarding expenses, as they kept no accounts.

The cost of the Staff is as follows :—

	Per mensem. Rs.		Per mensem. Rs.
Head Master	250	Head Mistress receives fees of school up to	... 150
Assistant Master	80	Assistant Mistress ...	... 50
Contingencies	30		200
Servants	20		
	380	TOTAL	... 580

I am not in a position to give any detailed information as to the education afforded. It is the less necessary, as the system of payment-by-results ensures careful and systematic training. The boys and girls work in the same school-rooms, and I believe in the same classes.

SCOTTISH EDUCATION SOCIETY SCHOOLS, BOMBAY.

II AND III.

Early history.

242. I had the pleasure of seeing both the schools at Byculla and the day-school in the Fort. They are both referred to in the following report :—

" It is well known that a large measure of success has attended the efforts of this Society to supply in some measure the educational want which had been so long and so grievously felt in Bombay. The attention of the public had been frequently called to this want; but it

was not until about five years ago that any serious and well-directed endeavours were made by the Protestant community to provide good schools for the children of that large class of Europeans and Eurasians in this city and Presidency who are unable, or who find it inconvenient, to send them to England for their education. Toward the close of the year 1869 it was resolved, by some of the gentlemen who are now members of this Society, to establish a public day school for boys and girls, at which both elementary and more advanced instruction should be provided. But after a public meeting had been called to adopt measures for the carrying out of this object, it was suggested that the promoters of the movement should unite with the gentlemen who were interesting themselves in the establishment of the "Fort Christian Schools," and that these should endeavour together to establish one large, thoroughly equipped school. The negotiations which were entered into in consequence of this suggestion resulted in a resolution to open a high school for boys only. It was not proposed, in this new scheme, to provide for the earlier stages of the education of boys; nor was any provision made in it for the education of girls. The promoters of the Scottish movement, while welcoming the prospect of a high class education being provided for boys, felt that this would meet only in part the existing requirements of Bombay; and they resolved, therefore, to return to so much of their original plan as would not be provided for by the proposed high school.

"Accordingly, in the month of April 1866, this Society was formed with the intention that its first efforts should be directed to the providing of an education for girls, and of a primary education for boys. It is necessary, however, to mention in this place that after twelve months had elapsed, and there seemed no likelihood of any immediate establishment of such a high school as had been proposed, it was resolved that the education to be imparted at the school then (in April 1867) about to be opened in the Fort by this Society should be such as is required by the high school standard; and since that time the school has been officially recognised by the Director of Public Instruction as a high school.

"After one or two moves, the Committee resolved to take an entire building, at a rent of Rs. 375 a month, for the use of the school, for the teachers' residence, and for the accommodation of boarders.

"With the increased house room thus acquired, the Committee were also enabled to effect an arrangement which they felt to be most desirable, namely, the separation of the girls' department of the school from that of the boys.

"It soon appeared evident that, owing to the large increase in the attendance of pupils, Mr. and Mrs. McDonald required some assistance to enable them to carry on the work of the school efficiently; and the Committee congratulate themselves on having been able to secure the services of well-qualified assistant teachers, both male and female, who have largely contributed to the successful results that have been obtained.

"When the Fort School had been established in its present quarters for about two years, it was again found that the accommodation at the Committee's disposal was too limited for the requirements of the school, and especially for the increasing numbers of boarders. It was therefore resolved that a separate residence should be procured at Byculla for the teachers and boarders, and that, in order to meet the additional expense which would be thus incurred, a branch school should be opened in the same house. After considerable enquiry the old Adelphi Family Hotel was fixed on and secured, at a rent of Rs. 300 a month, as a suitable house for the purposes contemplated by the Committee. In the beginning of September last, accordingly, a branch school was established at Byculla under Mrs. McDonald and Mr. McAfee, while the Fort School continues under the superintendence of Mr. McDonald and Miss Collett; and it gives the Committee much pleasure to report that the success which has attended the Byculla Branch shows that they met a real want in establishing a school in that district. The removal to Byculla of the teachers' residence (in which there is now ample accommodation for boarders) has enabled the Committee to let a portion of the premises in Hornby Row, and thus to reduce the expenses connected with the Fort School. But the large rents which they are still compelled to pay constitute a heavy burden on the income of the Society; and the attention of the Committee has, therefore, for some time been directed to the desirableness of acquiring school-property by purchase, in order that this burden may be to some extent relieved. Contributions towards a school-building fund are earnestly solicited.

"The progress of the Fort School in point of numbers has been steady and satisfactory, though not uniform. As was to be expected, the increase was much more rapid at first than it has been since; and the establishment of the Byculla Branch has naturally affected in some degree the attendance at the Fort School.

"At the close of the year 1867-68 the number of pupils on the roll was 120, and by the end of the year 1868-69, the attendance had increased to 152. In the month of April this year, up till which time the present Report records progress, the number of pupils receiving instruction in the two schools was 174. The number of boarders has increased from 7 in the first year to 25 in the present year.

"But the advance in efficiency has been still more gratifying than the advance in numbers. It will be easily understood that in the infancy of a new school, all those educational results are not to be looked for which would naturally be expected in a school of older standing, where the pupils have all been for a considerable time enjoying the influence and training of the same master. But the Committee are satisfied, from their own personal inspection, and from the declared results of the Government examinations, that the pupils attending the Society's schools are making very substantial progress, and are receiving a thoroughly sound and excellent education. In their first Report the Committee had the pleasure of announcing that the Fort School had received, under the Grant-in-aid system, the sum of Rs. 1,075, which gave an average of Rs. 13-12 for each pupil presented. In the following year the grant had risen to Rs. 1,767, giving an average of Rs. 20-8 for each pupil presented; and the members of the Society will be gratified to learn that the Government inspection of this year decided that the school should receive a grant of Rs. 2,302, which gives an average of Rs. 21-11 for each pupil presented. A grant of Rs. 376 has also been awarded to the Byculla Branch for the period between September last and March of the present year."

Finance.

243. The financial history is shown in the following extract:—

Abstract of Income and Expenditure, from 14*th June* 1866 *to* 31*st March* 1870.

Receipts.	Rs.	A.	P.	Disbursements.	Rs.	A.	P.
Subscriptions and donations ...	16,694	4	0	Salaries	16,414	12	0
Fees	21,054	3	0	Passages and outfit ...	2,261	5	8
Grants	6,920	0	0	Rent	12,449	3	5
Interest	1,439	12	7	Municipal taxes	740	7	0
				School furniture	2,050	2	4
				Advertisement and other charges	1,943	6	0
				Balance	10,248	15	2
Total ...	46,108	3	7	Total ...	46,108	3	7

"The Financial position of the Society is very satisfactory. The Committee thankfully acknowledge the large amount of public support which they have enjoyed. The total amount of contributions received from September 1866, when subscriptions were first paid, to the 31st March 1870, is Rs. 16,694-4. During the past two years the Committee have not felt it necessary to press urgently for subscriptions; and they trust that their forbearance in this respect may be held as some warrant for their now asking the members of the Society and the public to contribute toward a school-building fund.

"An additional trustworthy evidence of substantial progress is to be found in the large increase in the receipts on account of fees, which, as will be seen from the statement appended to this Report, amounted in the first year to Rs. 3,067-4; in the second year to Rs. 6,718-12; and in the year 1869-70 to Rs. 11,268-3.

"In addition to these two sources of income and the Government grants already referred to as payments by results, the Committee are happy to be able to report that Government has been pleased to grant the Society an additional sum of Rs. 4,078, being the half of the Fort School's expenses during the first year of its existence. They trust that a similar grant may be made for the Byculla Branch—for which application will be made when the proper time comes."

A later newspaper report notices that Government has granted to the Society the sum of Rs. 1,998-8, being half of the first year's expenses of the school at Byculla, after deducting the income derived from fees. Both the buildings occupied are rented, and of course at a heavy cost. Both sexes are together at lessons and at meals. The sleeping apartments are rather small and are scattered here and there about the house.

The Committee are making efforts to raise a building fund.

The following quotation, as it bears on the question of Government aid, may be here given:—

"The number of pupils in attendance at the Society's two schools proves that they have thoroughly won the confidence of the public, while the results arrived at by the Government examinations show conclusively that the education imparted is of a first class character, and that, therefore, that confidence is fully justified. The last report showed that the number

had increased from 152 in 1869 to 179 in 1870; and the average attendance during the eleven teaching months of the present year has risen to 200. In the first year of the existence of the Fort School, the amount realised by fees was Rs. 3,067; in the present year the fees from both schools amount to over Rs. 13,000. The first year in which the Society received aid from Government on the principle of payment by results, the sum obtained was only Rs. 1,075, giving an average of Rs. 13-12 for each pupil presented. In the following year the grant increased to Rs. 1,767, which gave an average of Rs. 20-8. In the third year the grant amounted to Rs. 2,408, with an average for the school of Rs. 21-11. Last year the grant was Rs. 3,304, average per pupil Rs. 24-3; and in the present year the grant has reached the sum of Rs. 4,355, giving an average of Rs. 27-4 for each pupil presented. Of this sum the Byculla School has obtained Rs. 2,589, average per pupil presented Rs. 29; and the Fort School Rs. 1,766, average Rs. 25-9, the latter having presented fewer pupils, and especially fewer in the higher standards, which secure the highest sums by way of grant-in-aid."

Government and Administration.

244. The following rules on the organisation of the Society which manages these schools must find a place:—

"IV. The religious and other instruction shall, as far as possible, be such as is conveyed in the national schools of Scotland; and the teaching, in all its departments, shall be subject to the approval of the Committee of Management hereinafter mentioned.

"V. The Society shall be composed of members of the Reformed Churches contributing two rupees or more monthly, or twenty-four rupees or more annually. Contributors of Rs. 300 or more, in one sum, shall be permanent members of the Society.

"XI. The Committee shall have power to carry out generally the objects of the Society, to transact its business, and to administer its funds; and they shall, (subject to the general provisions of these rules) determine all questions relating to the following subjects:—

1. The propriety of establishing any school, and the locality in which it is to be established.
2. The general organisation of each school.
3. The internal regulations for the conducting of each school.
4. The salary, appointment, and removal of teachers.
5. The fees, admission, and dismissal of pupils."

The teachers are generally from Scotland. Illness has now caused the employment of a girl from the orphanage who had passed the highest educational standard, and who was well spoken of.

The pupils are supposed to pay monthly fees, but it would seem that arrears had been allowed to accumulate. In March 1872, Rs. 80 of the January's fees were still due, while I was told that Rs. 1,500 of balances had accumulated since the foundation of the school in 1867.

THE ROMAN CATHOLIC INSTITUTIONS.

IV, V, VIII, X AND XVI, XVII, XXI, AND XXII.

245. The chief Roman Catholic institutions in Bombay are St. Mary's in Mazagon, and St. Xavier's College. The latter possesses a very fine new building in an excellent position on the Esplanade.

The former institution is shown as a high class school, the latter belongs to the middle class grade. While in the former civil and military orphans, with others of the European population, are largely received, in the latter one-third at least are Hindus and Parsis: and of the other two-thirds Portuguese form a large majority.

Besides the College, the Esplanade buildings contain upper and lower schools. The former is made up of the V Standard and Matriculation boys transferred from St. Mary's Institution, while the late St. Xavier's School level now forms the lower school. The College authorities publish "An annual distribution of prizes together with the Report and Examination Papers." The latter form the bulk of the book.

I make a few short extracts—

"Our numbers during the year have kept steadily up to 440: of these 280 are Catholics, 98 Hindus, 42 Parsis and 20 non-Catholics of European parentage. The numbers that have attended the classes are as follows:—the B. A., 4; F. E. A., 2nd year, 6, 1st year, 5: the Candidate class, 33; Fifth Standard, 32; Fourth, 31; Third, 1st Division, 65; 2nd Division, 63; Second, 52; First, 59; and the Portuguese Class 20. Of these the four study-

ing for their degree have been presented to the University for examination. One of them after having commenced was prevented by sickness from attending the latter examinations. Of the F. E. A. Class, 2nd year, five were presented by the house. The 1st year's F. E. A. has lost by death one of its members, Vinayek Sundarji Dharadur. Of the Candidate class 25 were allowed to proceed to the University. It may be well to mention here that before candidates (for any examination whatever) are presented to the University, they are required to undergo a preliminary examination in this establishment: their chance of future success at the subsequent examination being judged of by their actual performances at the preliminary. Towards the end of September the Government Inspector examined the Fifth Standard which forms part of St. Mary's Institution. Later he examined St. Xavier's School proper. Of these examinations the results have not as yet come to hand. In our last report was stated that two candidates had been sent up for their F. E. A. and 16 for Matriculation. The F. E. As were successful: of the latter we are sorry to say that only 11 passed."

The following shows the system on which prizes are awarded, they are very numerous—

"1. No pupil can obtain a prize in any branch or a scholarship, *(a)* who has not obtained at least two-thirds of the maximum marks of that branch; or (*b*) who in the aggregate of the year, or in the last Composition has not obtained one-third of the maximum marks assigned to the aggregate of all subjects.

"2. To be mentioned *honoris causâ*, the pupil must have obtained one-half of the maximum.

"3. A pupil mentioned five times *honoris causâ* is entitled to a prize, if he is otherwise not entitled to one, and has not failed either in the Prize-Composition, or in the monthly Compositions."

In the V Class of 34 pupils 13 prizes were given for Catechism.

Ditto	ditto	10	ditto	for English Language.
Ditto	ditto	7	ditto	for English Composition.
Ditto	ditto	11	ditto	for History and Geography.
Ditto	ditto	2	ditto	for *Honoris causâ*.

In the IV Class of 35 pupils 12 prizes were given for Catechism.

Ditto	ditto	11	ditto	for English Grammar.
Ditto	ditto	6	ditto	for Latin.
Ditto	ditto	8	ditto	for Arithmetic and Algebra.
Ditto	ditto	8	ditto	for Geometry.
Ditto	ditto	7	ditto	for History and Geography.
Ditto	ditto	4	ditto	for *Honoris causâ*.

III.—B Class I Section.—32 *Pupils*—

5 Prizes for Catechism and Sacred History.
10 Ditto English Grammar and Composition.
19 Ditto Reading, Recitation and Dictation.
7 Ditto Latin.
12 Ditto Arithmetic and Algebra.
6 Ditto History and Geography.
6 Ditto Writing.

III.—B Class II Section.—35 *Pupils*—

10 Prizes for Catechism and Sacred History.
11 Ditto English Grammar, reading recitation.
14 Ditto Composition and Dictation.
6 Ditto Latin.
9 Ditto Arithmetic and Algebra.
8 Ditto History and Geography.
12 Ditto Writing.
3 Ditto *Honoris causâ*.

III.—A Class.—63 *Pupils*—

9 Prizes for Catechism and Sacred History.
11 Ditto Grammar and Dictation.
14 Ditto Reading and Recitation.
11 Ditto Arithmetic.
11 Ditto History and Geography.
6 Ditto Writing.
1 Ditto *Honoris causâ*.

II.—Class.—54 *Pupils*—

10 Prizes for Catechism and Sacred History.
17 Ditto Grammar and Reading.
8 Ditto History and Geography.
11 Ditto Arithmetic.
8 Ditto Writing.

I.—Class.—69 *Pupils*—

23 Prizes for Catechism and Sacred History.
19 Ditto English Reading, Recitation and Spelling.
9 Ditto Writing.
18 Ditto Arithmetic.

PREPARATORY CLASS.—42 *Pupils.*

A Division.

7 Prizes for Catechism and Sacred History (Oral).
7 Ditto English Reading, Spelling.
6 Ditto Arithmetic Tables (Addition, Subtraction.
3 Ditto Writing.

B. Division.

5 Prizes for Reading and Spelling.
4 Ditto Tables.

C. Division.

4 Prizes for Proficiency in Reading.
2 Ditto Tables.

There is a day-school for boys at Poonah, but the chief Roman Catholic educational establishments there are the Female Schools and St. Joseph's Orphanage, both shown in the present return as the Convent, Poonah, and St. Xavier's Day School. At least half the children of the Orphanage are military children, and for this reason the history of this institution has been given in the Lawrence Military Asylum Reports.

The day-schools at Poonah, as well as the institutions at Belgaum and Kurrachee, need no special comment.

THE BISHOP'S HIGH SCHOOLS, POONAH.

VI AND VII

246. The history of this school is extracted from the Annual Reports of 1870 and 1871.

School.

ANNUAL REPORT FOR 1871.

"Early in the year 1864, several Warrant Officers and other residents in Poona, belonging to the English Church, represented to the Senior Chaplain, the Reverend G. L. Fenton, that there was only one school in Poona to which they could send their children, that school being under the charge of a Minister of another communion, and the fee for education being rather beyond their means.

"Mr. Fenton having brought this to the notice of the late Bishop, Dr. Harding, a correspondence was opened with Sir. W. Mansfield, then Commander-in-Chief, which resulted in the formation of the "Poona Day School for Boys," or, as it was more commonly called, "The Bishop's School."

"A master for the school was selected from the soldiers studying at the Central Military School, a grant of Rs. 350 for books, &c., was obtained from Government, a barrack room was allotted in the Depôt Lines, and the school opened with about 20 boys. Barrack furniture and a free annual issue of books were sanctioned by Government some months later. The burden of all these arrangements fell upon Captain G. A. Jacob, the Superintendent of Army Schools, who has never ceased to take the liveliest interest in the school from its foundation to the present moment.

"The first master of the school having been remanded to his regiment for misconduct in connection with his duties, the services of Mr. W. W. Clifford, Assistant Superintendent of Army Schools, were secured. Under his supervision the school rapidly increased in numbers, until, at the beginning of 1867, there were more than 60 boys on the books. It increased also in efficiency, as was evinced by the grant awarded after an examination by the Government Inspector, the first of which any record is kept, *viz.*, Rs. 820 for 40 boys.

"Some time before this, more convenient premises were secured in the Petty Staff Lines, soldier-assistants were procured for the junior classes, and the privilege of taking boarders was accorded to the Head Master, who, from this time, was allowed free quarters.

"The school suffered considerably from the establishment of the St. Vincent's Roman Catholic School, which became very popular, and also from the resignation of Mr. Clifford, who succeeded to the duties of Acting Superintendent of Army Schools early in 1868. In May of that year only 27 boys were attending school, and a debt, which, in the following July, amounted to nearly Rs. 300 was accumulating. Under these circumstances, the Venerable the Archdeacon, who was then Superintendent, applied to the Commander-in-Chief for assistance. The result was the appointment of the present Head Master, Mr. S. Brierley, in July 1868.

"A steady increase in numbers and efficiency has been the consequence of Mr. Brierley's appointment. Taking charge of the school with only 29 boys on the books, there are now 125 attending the school.

"The purchase of a house very conveniently situated near St. Mary's Church, with ample accommodation and good play-ground, must have added no doubt to its prosperity. This purchase was effected by the Diocesan Board, assisted by grants from Government and the Cabool Fund.

"In the first examinantion by the Government Inspector after Mr. Brierley's appointment in September 1868, a grant of Rs. 586, for 35 boys, was obtained. In this examination two boys were awarded the personal allowance of thirty rupees per mensem for passing with credit under the 4th Standard.

"In September 1869 53 boys were presented, and a grant of Rs. 1,353 was made. The only boy presented under the 5th Standard passed with credit, and a similar distinction was gained by eight boys in the 4th Standard. The result of this success was the recognition of the school as a High School by the Director of Public Instruction.

"The examination for the present year took place a month ago. Eighty-three boys obtained a grant of Rs. 2,278, or twenty-seven and a half rupees for each boy. Five boys passed with credit under the 5th, and 11 under the 4th Standard. Thus 16 boys would have secured the personal allowance of 30 rupees per mensem in this year alone, had it not been abolished by Government. The proficiency of the school generally in mathematics, history, geography, and Latin was remarked upon, and one boy was specially brought to notice for the great merit of his geometry and Latin composition papers—William Hall.

"It will be seen from these particulars that the school is in a most flourishing state. The debt of 1868 has been removed, various repairs and improvements have been effected in the school-house and dormitories occupied by the boarders, a gymnasium has been purchased, and there are still funds in hand for the ensuing year.

"The fee for instruction is not heavy for the class of boys attending the school and the quality of their education; one boy pays five rupees, two of the same family seven and a half, three ten, a fee of two rupees being charged for each boy above the last number.

"Eight boys have commenced their preparation for the matriculation examination of the ensuing year.

"In closing this report, the Superintendent desires to express his thanks to Mr. Macnee, the 1st Assistant Master, who has, by his assiduous attention to his duties, his ability and zeal, greatly contributed to the success of the school during the past year.

"The Superintendent also desires to put on record the high opinion he entertains of the Head Master Mr. Brierley, in which opinion he is glad to know that Captain G. A. Jacob, the Superintendent of Army Schools, who has had constant access to the school, concurs.

"The great increase in the numbers attending the school, and in its efficiency, are mainly owing to the unwearied labour, zeal, and ability with which Mr. Brierley has conducted his duties.

"Mr. Brierley's labours are those of one who is not simply the hireling, but of one who delights in his work, and who brings to bear upon it not only the highest ability, but that temper, patience, and love for children which contribute so largely to the success of the school master.

"He deserves the warmest thanks of the Committee of the school, of the parents of the children, and of all who desire the progress of sound education."

Annual Report for 1870.

"At the last annual meeting for the distribution of prizes (at which the Bishop of the Diocese presided) a short account of the origin and progress of the school was presented, which showed how, from small beginnings, it had advanced to a most prosperous condition. It has fully maintained its character during the past twelve months, and there is little to chronicle, except a slight fluctuation in numbers, and an increased grant from Government as the result of the late examination, which was conducted by Mr. Draper, the Inspector of the N. E. Division.

"At the last annual meeting there were 119 boys on the books, of whom 83 had been presented for examination, and to whom Rs. 2,278 had been awarded, being at the rate of Rs. 27½ for each boy. This year there are 99 boys on the rolls, of whom 83 were presented for examination, and to whom Rs. 2,529 were awarded, being at the rate of Rs. 30½ per boy. Nothing can more forcibly show the good work which has been done during the year than the increased grant of Rs. 251 for the same number of boys as were presented last year.

"The decrease in numbers—twenty during the year—is owing mainly to the fact that all the Roman Catholic boys who were attending the school at the beginning of the year were suddenly withdrawn from it. No reason was assigned for their withdrawal. It ought to be publicly known that no attempt whatever is, or ever has been, made to interfere with the religion of boys of other persuations than that of the Church of England.

"The new Government educational standards, which will come into force next April, have been introduced into the school since the last examination, and are working well.

"The Head Master, Mr. Brierley, has been assisted in the duties of the school by Messrs. Gilder, Dudley, Hall, and two pupil teachers, all, saving the first-named, trained by Mr. Brierley himself. He has also had the aid of Mr. Macnee, a student of the Engineering College, who has devoted his spare time to the teaching of the higher standard. Mr. Macnee deserves the special thanks of the Superintendent and friends of the school. The Latin classes have had a weekly lesson from the Chaplain and Joint Chaplain of Poona, in addition to the Head Master's assiduous attention. The chief burden of the school in its discipline and teaching has, of course, fallen on Mr. Brierley, whose exertions have been unfailing to keep it up to the highest standard of efficiency, often to the detriment of his health. He is compelled at present to seek change for a month on this account. During his absence the Rev. G. A. F. Watson, Chaplain of Poona, and Superintendent, will take charge of the duties of the school. The best thanks of all connected with the school are due to Mr. Brierley for his untiring work and for the zealous discharge of his duties.

"The school buildings and Head Master's house are being put into thorough repair. This will entail a heavy outlay, as the roof of the Head Master's house has had to be entirely renewed. But as the Diocesan Board of Education has, in its charge, a fund to defray permanent repairs of this description, from which assistance is expected, it is hoped that the school's balance at credit will be sufficient for the ensuing year. The school, though affiliated to the Diocesan Board, does not derive any aid from it, and is, indeed, self-supporting.

"In conclusion, it will not be amiss to say that it is hoped that the girls' school of the same name and on the same foundation as this institution will soon have a new and very commodious school-house just behind that of the boys. Government has sanctioned a grant of Rs. 10,000 towards the new building, as a double of sums raised by public subscription for this purpose. The work will be immediately put in hand, and will, it is hoped, be finished by the next rains. A trained lady has been sent for from England to take charge of the school."

I can only add to the above a memorandum on the expenditure of the school.

Eight officers on the educational Establishment cost	Rs. 389	per mensem.
Servants cost	„ 24	
Books, stationery and prizes amount to ...	„ 350	a year.
House insurance	„ 94	

The annual contingencies are thus detailed:—

	Rs.	A.	P.
Alterations, improvements, and repairs to school-house, &c. ...	677	12	3
Compensation to Head Master for loss of Army pay ...	447	0	0
Present to masters from Government grant	800	0	0
Expenses of annual picnic	200	8	9
Printing and advertising	44	8	6
	2,169	13	6

The boarding is entirely a private arrangement. The Committee allow the Head Master to take boarders at Rs. 40 per mensem conditionally on his paying the school fee of Rs. 5 from this amount.

Like the boys' school, the Poonah Bishop's School for girls is in connection with the Diocesan Board of Education. Its history is similar, *mutatis mutandis*, with that of the boys. A suitable building is in course of erection on a site adjacent to the boys' school.

At present there is no possibility of receiving boarders, but hereafter this privilege will probably be accorded to the Head Mistress of the girls' school. The want of a boarding school is much felt. A good protestant girls' school at Poonah should be largely attended.

The expenditure is as follows:—

	Rs.
Mistress	100
Assistant Mistress	43
House-rent	88
Servant	11
Stationery, &c.	13
TOTAL ...	255

Prizes and contingencies have to be added.

EDUCATIONAL SOCIETY'S SCHOOL, BYCULLA, BOMBAY.

XI.

Early History.

247. The history of this school has been given at length by the Lawrence Military Asylum Commission. Founded in 1815 for the education of Natives as well as Europeans, the Society had at one time schools at Tanna and Surat and day schools in Bombay itself. But since 1839 its attention has been confined to its male and female school at Byculla, Bombay. For many years these were the best, almost the only school for Europeans in Bombay. Since 1865 it has had numerous rivals to contend with; its finances have been, and are being, gradually reduced by the absorption of the Military Asylum, and its existence is rendered still more precarious by the withdrawal of all Government work from its press.

For many years it was in a position to and did receive military children with little special assistance from Government; the other inmates were boarders, received on monthly payments or for a sum down, and children maintained by the charity. All were treated alike. There was no distinction or separation made between the civil or military children, or between those received on payment and those who were objects of charity.

The paying pupils are now-a-days few in number. Only those now come whose means are unequal to meeting the charges at other schools.

Finance.

248. The financial section of the Lawrence Military Asylum Commission's Report, showing as it does the resources, expenditure, and average cost per head of the Byculla schools for the last few years, may be here given.

Year.	No. of children.	Government subscriptions.	Government allowance.	Regimental subscription.	Subscriptions and Donations.	Board and tuition payment.	Interests on funds.	Press contributions.	Miscellaneous.	Total, excluding balances for previous years.	Total expenditure.	Avergae expenditure per head per mensem.
		Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
1865	396	6,060 0 0a	13,700 0 0	4,179 0 0	10,102 0 0	9,509 0 0	12,123 0 0	9,020 0 0	1,02,563 0 0b	1,66,476 0 0	1,55,716 0 0	32 12 3
1866	335	8,580 0 0	99,697 0 0	3,516 0 0	13,352 0 0	7,249 0 0	4,311 0 0	24,259 0 9	24,310 0 0c	1,85,587 0 0	1,19,485 0 0	29 11 6
1867	334	8,580 0 0	75,805 0 0	3,506 0 0	12,266 0 0	7,004 0 0	5,324 0 0	1,621 0 0	18,142 0 0	1,31,468 0 0	1,48,819 0 0	37 2 1
1868	306	8,580 0 0	64,883 0 0	2,336 0 0	9,525 0 0	7,774 0 0	1,651 0 0	92,459 0 0d	2,032 0 0	1.88,460 0 0	2,54 266 0 0e	69 3 10
1869	305	8,580 0 0	39,952 0 0	2,259 0 0	6,508 0 0	7,748 0 0	3,627 0 0	32,374 0 0	3,242 0 0	1,03,530 0 0	1,15,964 0 0	31 10 11
1870	308	8,580 0 0	41,671 0 0	1,422 0 0	5,538 0 0	6,945 0 0	618 0 0	31,433 0 0	2,788 0 0	98,215 0 0	1,10,601 0 0	30 6 8
1871	282	7,530 0 0	36,752 0 0	1,307 0 0	4,411 0 0	6,830 0 0	3,287 0 0	21,368 0 0	2,103 0 0	82,308 0 0	84,273 0 0	24 14 5
Total ...	2,261	56,490 0 0	3,72,460 0 0	18,525 0 0	61,702 0 0	53,059 0 0	30,941 0 0	2,12,534 0 0	1,55,180 0 0	9,56,544 0 0	9,59,124 0 0	.....
Yearly average	323	8,070 0 0	53,208 9 1	2,646 6 10	8,814 9 1	7,579 13 8	4,420 2 3	30,362 0 0	22,168 9 1	1,36,649 2 3	1,41 303 6 10	38 8 9

(a.)—Includes Rs. 780 debited to medical services, pay, grains, and compensation yearly to Hospital Assistant.

(b.)—Land re-sold to Government for Rs. 1,00,000.

(c.)—Includes Rs. 22,197 for land re-sold to Government.

(d.)—Includes accumulated savings of previous year.

(e.)—Rs. 1,42,435 spent on new dormitories, purchasing press buildings, &c.

As with some of the other Asylums, so here, the Press has been the chief maintenance of the Society. It appears to have been established in 1848, and to have secured a monopoly of the Government work for many years. It has up to the present time performed the great bulk of the Government printing, but that is now to be withdrawn. From 1st August 1872 the Government Press was established in the new Secretariat buildings.

For 23 years the work performed by the Press has regularly increased under the excellent management of Mr. Firth, and during that time the schools have benefited by their connection with the Press to the extent of Rs. 3,88,663 (£38,866-6-0). The dead stock in the Printing Office was (31st December 1870) estimated at Rs. 3,44,142 (£34,414-4-0).

The Press proceeds have fed the Institution and paid its own way, constantly renewing its trade stock. But it has not been able to add to the funded property of the Society. This amounts only to Rs. 26,686 in the Government Treasury, and Rs. 30,200 (part of the money for which the old Fort premises were sold) in Government securities. These trust funds (the interest only can be expended) annually bring in Rs. 3,300. The Society has, therefore, a reliable income as below. All payments on account of the Military Asylum are excluded, as, under existing orders, a severance will be made.

		Rs.
Government subscriptions		6,060*
Public subscription, &c.		8,000†
Board and tuition		7,500
Interest on funds		3,300
Press contributions		10,000‡
Miscellaneous		2,500
TOTAL ...		37,360

* The Infant school grant is discontinued, No. 340 of 19th June 1872.
† Average of last six years, ditto.
‡ One-third average of last six years.

This sum would not, at present average cost, maintain more than 115 children.

The expenditure of the Institution has steadily increased from Rs. 4,412 in 1815 to Rs. 29,058 in 1821—the year the Military Asylum was formed. In 1864 it reached Rs. 99,157. In the following year it rose to Rs. 1,55,716, from which it has gradually reached, till, in 1871, it showed expenditure at Rs. 84,273. Of this, Rs. 31,904 were spent on education, and Rs. 52,369 on board, establishment, &c. The incidence per head monthly is for tuition ... ... Rs. 9½

Board, &c. ... „ 15½

TOTAL „ 25

But this account, which has been furnished by the Secretary to the Society, does not agree with the statement furnished by the Control Department. "The actual cost for 1871 is given at Rs. 27" by the Controller.

The expenditure of the last year may be thus distributed:—

	Educational establishment, prizes, &c.	Educational extras.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.
	18,912 0 0	13,003 0 0	31,951 0 0
Incidence	5 9 5	3 13 6	9 6 11

	Domestic Establishment.	Diet.	Clothing.	Miscellaneous.	TOTAL.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
	5,099 0 0	27,905 0 0	9,534 0 0	9,820 0 0	52,358 0 0
Incidence ...	1 8 1	8 4 0	2 13 0	2 14 5	15 7 0

The expenditure of 1871 may, generally, be compared with that of 1865. In the latter year strenuous efforts were made to reduce expenditure, and the School Committee were instructed "to revise the establishment to correspond, as far as possible, with the requirements of the reduced number of scholars, and with the view to the gradual substitution of the labour of the children in conjunction with mechanical appliances for that of paid servants, more especially as regards cooking, washing, and tailoring; and, further, to utilize the services of selected boys in the capacity of clerks for routine duties." The different great heads of expenditure stand thus for the two years:—

YEAR.	Number of children.	Educational establishment, including domestic establishment, prizes, &c.	Educational extras.	Diet.	Clothing.	Miscellaneous.	TOTAL.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1865 (a)	396	25,168	(b) 30,880	39,204	15,879	10,992	1,22,123
1871	282	24,011	13,003	27,905	9,534	9,820	84,273

(a) The figures for 1865 do not include the Poona Infant School account.
(b) Includes cost of Matheran buildings—Rs. 22,177.

While there has been a reduction on the whole charges, and notably on diet; there are two branches of the establishment where the expenditure has increased. The Secretary's Office, in 1865, cost Rs. 309 per mensem, and, in 1871, the charge is Rs. 573, owing to increase in Secretary's salary, appointment of an Auditor, and inclusion of miscellaneous expenses. In the boys' school, masters' salaries were returned at Rs. 771 in 1865. In 1871 they amounted to Rs. 846. This subject will be referred to in the educational chapter. Though great reductions were effected, the cost of establishment (educational and domestic) is within Rs. 1,000 of what it was in 1865.

The following Sections are also transferred from the Military Asylum Commission Report.

Accommodation.

249. On the land presented by Government, the Society erected buildings at an expense of Rs. 1,71,238, calculated to accommodate 200 boys and 150 girls: 300, equally divided, is now considered the full strength. At various times additional buildings have been added. A hospital cost Rs. 30,000, of which Government gave Rs. 10,000. Rupees 10,000 was, in 1832, subscribed to the church then being built in Byculla, on the understanding that the children of the school were to be provided with sittings. There seems to have been some misapprehension on this head, as the last year's expenditure shows an item "Rent of Church Pews," while, on the other hand, the accounts for 1865 show income from this same source. It is understood that most of the church debentures are the property of the school, many friends having presented their's to the school on departure from Bombay. In 1855 a play-shed and other buildings were built at a cost of Rs. 11,500, in 1861 a work-shop for part of the Printing Office at an outlay of Rs. 10,200. In 1868 Rs. 1,42,435 was laid out on new dormitories, purchase of press buildings, &c., and lately there has been some expenditure on iron latrines, &c.

The buildings, as now standing, are well placed in their own grounds, not far from the Byculla Railway Station. They consist of three separate edifices, the boy's house, the girl's, the hospital. The school-rooms and refectories are on the lower floor, and the dormitories on the upper. These are excellent rooms, airy and well ventilated, and are a great addition to the buildings.

Each dormitory is 182 × 31, giving 5,642 superficial feet, which, at the usual allowance of 50 per head, would only give space for 226 children in the two dormitories. They are, no doubt, over-crowded. There are many rows of beds in each dormitory, and the beds are much too close to one another. The rooms are airy, and they are kept very clean; but such over-crowding cannot exist without serious risk.

Sanitary.

250. The children are said to be healthy, but the information on this point contained in the annual reports is meagre, and from them, no general statistics of sickness or mortality can be prepared. Of late years it has been the custom to remove the children during the hot months, to the Government rest-houses at the Khandalla, on the top of the Ghauts, and this arrangement has been attended with good results.

Education.

251. To the 282 boarders may be added eight paying (three at merely nominal rates)* and 10 free day-scholars. For these 300 children, we have shown that there are 17 teachers, or one instructor to every 18 ⅓ child. The last educational report before us is that for 1870. Mr. Chatfield, now Director of Public Instruction, was the Examiner, and his report shows that, as regards the girls, he was "very favorably imressed with the order and discipline observable;" that all the classes "had been well and carefully taught in all subjects," and that the girls throughout the school "answered with intelligence."

Remarks on Mr. Chatfield's report on the examination of the schools held by him in 1869.

The following extracts from the Society's published report of 1870 must be given in full, as it is highly important that the recommendations made by the Educational Department should be thoroughly considered.

"Mr. Chatfield's report on the boys' schools is also satisfactory. He gives the exact results of the examinations under each standard, from I. to V., and remarks especially on the knowledge of mathematics possessed by the various classes, describing the mathematics and the Euclid under the higher standards as extremely good; and again, that the 'school deserves praise for mathematics and good writing throughout.' Under standards IV. and V., Latin was taken up as the 'second language' by all the boys, except one, who took up Marathi and passed in it; and in the second language 68·75 per cent. of the boys presented were passed by the Inspector; and the results of the examination under the other headings are recorded in a manner, which shows that the school is progressing under the able management of the present Head Master, who is deserving of much credit for the good results effected by him during the past three years.

* The infant schools are included in this. They are now again an integral part of the Bombay Schools established at Poonah in 1865, the expense was more than the Society could support. They were, therefore, re-incorporated with the Bombay Schools in 1870.

"Mr. Thomas, the second Master, has also done good work, and the Directors think it right to record their high appreciation of the faithful manner in which he has, for so many years, continued to perform the onerous duties of his post.

"Where, in the opinion of the Inspector, faults still exist, they are pointed out; and Mr. Chatfield again dwells upon the necessity for additional help in order to make the school staff complete. The Directors, having duly considered the matter, have determined on appointing a Fourth Master, and they trust that the wisdom of the step will be proved by the increased efficiency of the school.

"The standards laid down by Government have lately been revised, and with the increase of the teaching staff before-mentioned, there will be no difficulty in taking the pupil-teachers and any other capable boys up to the standard required for Matriculation at the University of Bombay.

"Owing, however, to the peculiar nature of the Institution, the boys usually leave school at a very early age, and, at the present time, there are no boys in the school (pupil-teachers excepted) who are prepared to study under the more advanced standards. The following extract from the Director's Report for the year 1869 fully explains this matter:

"It will be observed that Mr. Chatfield remarks on the fact of Standard IV. being the highest taught in the school and expresses strongly his opinion that the Fifth Standard should be proceeded with. The fact is, that the circumstances of the school must be fully understood before any decision can be arrived at on this subject; at the present moment there are no boys left in the school wherewith to form a Fifth Standard Class, even if such were desired. The pupil-teachers are of course excepted, they being instructed in a class by themselves. It is found that the tastes of the boys of which this school consists lead them to prefer being apprenticed to mechanical trades in the railway or other workshops, to pursuing their studies under the higher standards with the view of obtaining employment in offices; and, having regard to the class to which the boys belong, it is probable that there is a far better opening for them in such trades than would be the case if they entered life as clerks. The consequence of this state of feeling amongst the boys is, that so soon as they pass under Standard IV their friends remove them from the school; and of those who so passed at the examination recently held, there are none now available to study under Standard V. In the event of there, at any time, being any clever boy who wished to serve his full time in the school, and who had passed under Standard IV, special arrangements would of course be made."

Industrial Employment.

252. From the same report may be taken a description of the industrial system introduced:

"The entire domestic duties of the school are performed by the children under the supervision of competent matrons. It is not claimed that a direct financial saving is thereby effected, as the amount saved in the item of wages to cooks, &c., is fully counterbalanced by the cost of the necessary appliances, and the pay of a kitchen-matron to supervise the arrangements. But the entire absence of men-cooks and other native servants is felt to be a great advantage. Their presence was long regarded as an evil, and was only suffered because of the supposed difficulties of effecting a change.

"These, however, were soon overcome when the matter was taken in hand, and there is no doubt that the knowledge of domestic duties and the habits of industry acquired by the girls will prove useful to them in after-life."

Institutions.

253. Forty-nine whole and 35 half holidays are given at the Byculla Schools in the whole year.

The hours of study are as many as 1,647, or 276½ days of six hours each are so spent. The girls give 1,422 or 277 days, of five hours each to study, and to domestic work 710 hours, or 2½ hours a day, for 284 days.

The interest of the following funds supply scholarship and prizes:

		Principal.			Interest.		
		Rs.	A.	P.	Rs.	A.	P.
The Baxter	Fund	95	8	8	6	0	0
Affghan Reward	„	6,855	5	3	427	13	0
Eleanor Boyd	„	4,495	14	5	280	8	7
Willock Testimonial	„	1,240	4	11	77	6	8
Turner	„	3,264	10	6	203	9	0
Archdeacon Barnes	„	6,430	1	0	401	4	0
		22,381	12	9	1,396	9	3

254. The Directors of the Educational Society feeling that their trust would be better employed in giving an education suitable to their position to a number of poor children, rather than an expensive and high class education to a few, and yet anxious to secure educational advantages for the most promising lads, determined, in 1867, on starting an Apprentice Home, where lads, who had obtained employment in Bombay, or others who wished to prosecute their studies, "could live and be clothed in the Home, paying for their own support." A similar Home for girls, when out of empoyment, was contemplated, but does not seem to have been established. The expenses of the Boys' Home amounted to Rs. 2,248 in the last year, although "every boy earning Rs. 27 per mensem is required to pay Rs. 18 per mensem, and those earning less pay at a proportionate rate,—two-thirds of actual monthly amount earned by him." The rent of the Home is entirely paid by the Society.

The Apprentices' Home.

Annual Report, 1867.

255. In selecting the objects of charity preference is given to the children of indigent persons and those who are wholly or entirely orphans. There was no record of the classes of children admitted in the earlier years. The average numbers for each quinquennial period between 1816 and 1871 is as follows :—

Results.

1816.	1821.	1826.	1831.	1836.	1841.	1846.	1851.	1856.	1861.	1866.	1869.
161	267	291	245	245	335	335	332	311	368	420	256

The Secretary writes that the interest only of these sums is available, but this is not in accordance with the entry in the report of the year preceding that from which these figures are taken. In 1869 the total of these funds is shown as amounting to Rs. 23,750-12-5 ; and in 1870 the total is only Rs. 22,381-12-9. The Newnham Medal and the Ogilvie Prize are also annually awarded to deserving scholars.

In the following table will be seen the conditions of all the children in the Byculla Schools in 1872—

Classification.	Military Asylum Children.				Children of Soldiers.				Children of Civilians.			
	Mixed.	European.	Total Number.	Number of whole class.	Mixed.	European.	Total Number.	Number of whole class.	Mixed.	European.	Total Number.	Number of whole class.
Boys.												
Total orphans ...	8	11	19		5	7	12		5	1	6	
Fatherless only ...	3	2	5		17	6	23		10	11	21	
Motherless „ ...	4	10	14		5	4	9		5	6	11	
Both parents alive ...	4	3	7		14	6	20		10	5	15	
				45				64				53
Girls.												
Total orphans ...	7	9	16		7	6	13		7	1	8	
Fatherless only ...	6	...	6		11	4	15		13	5	18	
Motherless „ ...	5	6	11		4	1	5		3	2	5	
Both parents alive ...	1	...	1		0	...	0		8	5	13	
				34				42				44
Total number ...	...	...	...	79	...	...	...	106	...	...	...	282

The columns showing Europeans and mixed blood separately is only approximately correct, as these distinctions have never been noted by the Society, and there are no returns showing parentage.

SCOTTISH ORPHANAGE, MAHIM, BOMBAY.

XII.

The Scottish Orphanage.

256. The history as it stands in the report, paragraph 42 of Lawrence Military Asylum Commission on Military Schools may be given here :—

"In the year 1857 an institution called the "Scottish Female Orphanage" was established in Bombay primarily for the benefit of the daughters of Presbyterian soldiers and Indian Navy seamen. In 1856 a similar institution was established for boys and styled the "Orphanage for the sons of Presbyterians." These two orphanages were united in 1859 under the name of the "Bombay Presbyterian Male and Female Orphanage." This name was altered in the year 1863 to that of the Bombay Scottish Orphanage.

"At a meeting of the subscribers to the orphanage, held on the 18th February 1867, it was resolved that—

(1.) "The Society shall be called the "Bombay Scottish Orphanage Society ;"

(2.) "The object of the Society shall be to provide for the maintenance and education of Scottish orphans, and of such other children as the Society shall consider to have sufficient claim to the benefits of the institution ; and

(3.) "The religious and other instructions provided at the orphanage shall, as far as possible, be such as is conveyed in the parochial Schools of Scotland, and the orphanage shall be under the pastoral supervision of the Ministers of Saint Andrew's Chuch and of the Free Church."

The school is situated in the Mahim Woods near the railway station of the same name, about 9 miles from the Esplanade, Bombay.

The house, which is old and not well suited for scholastic purposes was presented to the Society at the time the schools were amalgamated (1863). Over Rs. 70,000 has, however, been collected for building purposes. The school draws to it civil and military children belonging to the Scottish churches of a poorer class than attend the schools of the Scottish Education Society.

The accounts shown in the Bombay sheet differ slightly from those printed in the Lawrence Military Asylum Commission Report and tell tales of difficulties still recurring.

The expenditure as there shown exceeded the income by about one-fourth. This was met by a loan from the building fund. All the expenses seem high, considering the class of children who are received.

The curriculum is formed on the University standard. Even in the Girls' School the educational pressure is the greatest, as the higher the standard passed, the larger the grant-in-aid. The school is examined for the purposes of the grant by the Educational Department, but it has no other influence in the school.

The examiner may point out that there is little or no industrial education, or that too many servants are kept, but he is unable to enforce his opinions.

INDO-BRITISH INSTITUTION.

XIII.

The Indo-British Institution.

257. This asylum was founded by the Society for the Propagation of the Gospel in Foreign Parts in 1835, and was specially designed for poor children of the Indo-British community.

"The Lord Bishop is patron and president of the institution, and, as such, is entitled to be present and to vote at all meetings.

"The Archdeacon is vice-patron of the institution.

"The Committee consists of—

The Senior Chaplain of the Cathedral
The Incumbent of Trinity Church;
The Secretary of the S. P. G.;
The Treasurer of the institution;
The Secretary of the institution;
} *Ex-officio.*

and seven other members."

The school buildings are defective, but the Committee have not the means of remedying them. The schools are situated in the immediate vicinity of Trinity Church, the incumbent of which has charge of their spiritual instructions.

The Secretary of the schools promised to give me information on all points, but, failing receipt of his papers, I am obliged to adopt figures of a somewhat old date, 1870. Since then, indeed since the time of my visit in March 1872, negotiations have, I believe, been made for amalgamating this institution with the Byculla schools. The accounts of 1870 showed a deficit of Rs. 1,400, and the Committee had failed to raise the necessary funds for a printing press. They were of opinion—

"That if a press is established in connection with the institution, it will, besides adding an industrial branch to the present organization, which will be of very great advantage to the boys' department, be the means of placing the schools on a more permanent basis, and of enlarging their sphere of operation.

"For years the institution has dragged on a very precarious existence, living from hand to mouth, and the state of its funds has scarcely ever ceased to be a source of deep anxiety to its friends and well-wishers. In the earnest hope of putting an end to so unsatisfactory a condition of things, the Committee appeal to the European, Eurasian, and Native public of Bombay to assist them in raising funds for the purchase of the press, and after its purchase to aid them, as far as possible, by giving them a fair share of work for the press.

"The amount required to be raised at once is Rs. 3,500.

"Of the sum just named, about Rs. 2,500 have been promised."

I should say that with so small a school as this, a printing press would be entirely in the hands of natives, and that little real advantage would accure to the boys. The following extract shows the class of children received.

"On the 31st December there were twenty-eight boys and twenty-five girls on the roll classified as follows:—Europeans 5, Indo-Britons 34, Native Christians 10, Syrians 2, Armenian 1, and 1 African. Thirteen children were admitted during the year and eleven were withdrawn.

"Only five of the children are fully paid for at the rate of Rs. 16 monthly; part payment is received from the friends of twenty-seven, and twenty-one are entirely supported from the school funds."

The schools are subject to the inspection of the Inspector of the Circle, and the education afforded follows the Government standards. Like other schools, it consequently obtains [illegible] grants on the payment-by-results principle. These, which average between Rs. 400 and 500 per annum, are not shown in the published report. Reference, however, was made to the fact that the boys' school had not done well, and that the girls had gained $\frac{2}{3}$rd of the maximum obtainable. Perhaps the grant would appear in the next year's accounts.

RECOMMENDATIONS

FOR

INDIVIDUAL SCHOOLS.

THE MARTINIÈRE INSTITUTIONS.

The Calcutta and Lucknow Martiniére have a common object, and to a certain extent the same constitution. They have diverged into somewhat different grooves, but they started together, and were both confided by their Founder to the Government and the Supreme Court in the hope that these would "devise the best institution for the public good."

The Calcutta college has grown to its present footing under the auspices of a body of Governors of the highest position, and a committee of these Governors has been the final authority in all matters financial as well as educational.

The Martiniére at Lucknow it was arranged should be managed by a local committee, who should submit their proceedings to the Supreme Government; and the school being situated in foreign territory, the funds were not to be administered by the committee, but by the Secretary to the Government of India in the Home Department as trustee. The original constitution of the two schools was thus not precisely identical. The Calcutta Martiniére was to be unconnected with any particular denomination of Christians. The religious education was to be in conformity with the principles held in common by the English, Scotch, Roman, Greek, and Armenian churches. The committee which defined the "main truths held in common" drew up a form of catechism and prayers for daily and Sunday family worship. Authoritative decisions have also been given as to the class and number of children who should be elected to the Calcutta foundation, and indirectly as to the character of the education to be given to them. No such rulings have been made for the sister institution at Lucknow. The Resident in 1855 and the trustees of the time gave their views on these points, and Dr. Mouat, then Secretary to the Board of Education, was invited by the trustees to express his opinion on the same subject. But no result followed, and the consequence has been that the classes benefited, and the education given, has very much depended on the views of the Principal for the time being. The Lucknow Martiniére was also, during the early years of its history, open to natives, whether Mahomedans or Hindoos: to these it was naturally impossible to teach the Christian religion under any form, and indeed up to the time of the mutiny the teaching of the Christian religion was, under certain restrictions, imposed by the King of Oude.

The Calcutta institution had the benefit of the labors of Bishop Cotton and Mr. Seton-Karr in a revision of the rules and regulations so late as 1866. Those gentlemen worked as a sub-committee of the general body of Governors to investigate certain charges brought against the management of the school. The recommendations that follow might seem presumptuous and uncalled for if the present enquiries had been limited to the points which engaged the attention of Bishop Cotton and his colleague. I have, however, been directed to examine minutely all matters affecting the well-being of both the Martiniére schools, and I now proceed to submit the result of my enquiries.

The Calcutta Martiniére.

The subjects of primary importance are the class of children who should profit by the institution, the character of the education they should receive, and the average expense that should be allowed.

The very lowest class is at present excluded, and to this exclusion I would adhere. But while the institution professes to receive boarders without any cost to the funds, and consequently exercises no restriction on their admission, it practically spends a great deal more on them than it receives. This, I think, should be acknowledged, and with this view would suggest that 25 free scholars—boarders—should be received in either school, and that the rest of the boarders should be made up of a class known at Lucknow as foundation-boarders, *i. e.*, boys paying on a graduated scale between Rs. 6 and 20. The average payment should be Rs. 10, and there should be a fixed number of each class, and admissions should be made not as of right, but by the committee on the merits of each case.

In my calculations I have assumed that 250 is the full number of resident children either schools could receive. On this point enquiry is necessary, as the maximum numbers seem never to have been laid down. Of late years there has been no great demand for admission, so that there has been no necessity for settling the point. I have also assumed that each resident pupil is to cost Rs. 24 per head. This rate is very much less than the Calcutta institution has been in the habit of spending. There seems, indeed, to be no fixed scale in that school, and the expenses have increased year after year. Some such rate should, therefore, be laid down and inflexibly adhered to, or no real reduction of expense will take place. The difference between Rs. 40, the present cost per head, and Rs. 24, certainly seems a wide one, and I am quite aware that it would be impossible to carry this proposal into effect unless the Governors actively exerted the authority they undoubtedly possess. If Rs. 12 per head covers all expenses at the Free School, surely Rs. 24 should provide all that is needed for a class but little removed from that which fills the Free School; and in suggesting Rs. 24 as the limit, I make a compromise with the spirit of lavish expenditure that has hitherto prevailed. My own opinion is that Rs. 20 would suffice. It will no doubt be urged that no comparison should be made between the Martiniére and the Free School. This, I think, is a fallacy. It has been brought home to me forcibly that careful economy at the Martiniéres is considered meanness; that various things are supposed to be due to the position which the Martiniéres should occupy.

The receipts of the last few years may be put at Rs. 1,26,000 annually, of which less than one-half is contributed by boarders, the other by the endowments. If the change suggested in the manner of admitting boarders meets with approval, the receipts from this source would be much diminished.

The income of the future would be thus represented:—

	By endowments	66,000
50	Free boys and girls	*Nil.*
125	Boys, 10 × 12	15,000
75	Girls, 10 × 12	9,000
		90,000

If it should be settled that accommodation for 250 children was unavailable, there would be some reduction in this estimate.

In the following table I have shown what my experience tells me would be a fair average allowance for children of the class here received:—

		Educational establishment.	Per head.	Domestic establishment.	Per head.	Diet.	Per head.	Clothing.	Per head.	Miscellaneous.	Per head.	Total.	
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Boys ...	150	1,500	10	300	2	1,200	8	300	2	300	2	3,600	
Girls	100	1,000	10	200	2	800	8	200	2	200	2	2,400	
												6,000	or 72,000 per annum.

In the educational column I include building repairs, purchase of prizes, maps, books, as well as salaries of educational staff: in fact, such items as the Government allow in the calculation of the grants-in-aid.

The adoption of a reasonable rate of expenditure will fully compensate for the reduced income.

To secure this rate of expenditure many items must be curtailed. The first that strikes me is the commission now paid to the Accountant General of

the High Court, &c. I am given to understand that this is in practice carried to the credit of Government, and perhaps, if a representation was made, the Government would allow the Martiniére trust funds to be managed by the Accountant General, as so many others are, without any charge.

Again, the Secretary's post as at present constituted might be abolished. I would give entire power in the school to the Head Master. The duties of the Secretary would then be confined to auditing the accounts, convening meetings, &c., and for these a much smaller salary* would suffice. A retired apothecary or a native doctor could give all the medical attendance ordinarily required, and the office of consulting physician might advantageously be annexed to some one of the many Calcutta medical appointments. If, however, it should be decided that the retention of the Secretary is necessary or desirable, I would suggest that he should be required to live in one of the houses the property of the Martiniére and in its immediate neighbourhood, as in my opinion many economical improvements might suggest themselves to an officer resident on the spot. The house should of course be considered as part of his salary. With a resident Secretary, a Bursar is certainly unnecessary. But whether the power were in the hands of Secretary or Head Master, the main safeguard against unnecessary expenditure would be the rate per head to be fixed by the Governors.

Another step that is advisable is the entire separation of the boys' and girls' accounts, so that it would be possible to point out at once the items where objectionable expense was being incurred. As the accounts are now published, I cannot detect this. And the accounts should, it seems to me, correspond with the calendar year. Some years ago the University examinations were, I believe, held in March. They now come off at the close of the working years. In the same way the accounts of all European and Eurasian schools should be closed at Christmas.

It requires an intimate local knowledge to point out unnecessary items of expenditure.

My estimate shows a surplus of Rs. 18,000. More than one way of beneficially employing this sum might be pointed out. To my mind the most widely useful and the most consonant to the intentions of the Founder would be to widen the basis of the institution; to give a free education to as many children of a suitable class as might apply for admission, and to lower the fees to boarders, as has been already suggested, so that those whose parents do not live near enough to enable them to send children as day scholars might still profit by the endowment. The number of boarders would naturally be limited by the amount of room in the building; and to exclude the very lowest class of children, whose admission might injure the character of the school, I should be inclined to charge the day scholars with the expense of the omnibuses necessary to convey them to and from the school, but with this exception I would have the day scholars admitted absolutely without payment.

If, however, it be considered that the situation of the Martiniére or any other reason prevents the attendance of day scholars in sufficient numbers, then I would recommend that a Martiniére day school, or if necessary several of them, should be planted in that part of Calcutta where the want of such a school is most felt.

If, as I propose, the Head Master should be made responsible for the entire management of the institution, the duties of the Governors would be very much lessened. They would practically amount to choosing the masters, admitting the children, settling the limit of expenditure, and passing the annual accounts. For these purposes, it seems hardly necessary to have two bodies, that is, Governors and Acting Governors.

The former might advantageously be replaced by a Patron or Vice-Patron, who might represent the school on occasions of ceremony, and the responsible

* Of late years this gentleman has been called Medical Officer and Honorary Secretary. The salary drawn is that fixed for the Secretary.

duties be devolved as now on the Acting Governors. The Acting Governors might be the present *ex-officio* members, namely, the Bishop of Calcutta, the Minister of the Scotch Church, a Barrister Judge of the High Court, and the Bengal Government might appoint two others to complete the number.

To the body of Governors thus formed the quarterly and annual reports of the Head-Master and Mistress should be addressed. They would retain the right of visiting the institution at all times. They would be responsible to the High Court or the Government that the endowment funds were not touched, and they should yearly prepare an administration report.

The widest publicity should be given by advertisement and otherwise to the conditions of admission; but when all has been done, it is on the education to be received in it that the Martiniére must mainly depend for the measure of its usefulness and its success. If the style of teaching is sufficiently practical, if the school turns out its pupil well armed and prepared for the battle of life, there is no doubt but that parents will be found anxious that their children should profit by these advantages, and thus the community will be benefited, and General Martin's liberal provision for the good of the Town of Calcutta will not fail of its object.

I will now summarise the changes suggested:—

I.—That a class of foundation-boarders should be openly admitted, and that the school should no longer profess to receive paying boarders.

II.—That annual budgets should be prepared, and the expenditure of the school carried on at a fixed rate.

III.—That with the view of doing the greatest possible good to the Town of Calcutta the surplus should be laid out in giving a free education to day scholars, boys and girls.

IV.—That the separate Boards of Governors and Acting Governors should be abolished, and that a new Board should be constituted with narrowed duties.

V.—That the Head Master should be made the real and only authority on all matters inside the school.

VI.—That it should be an instruction to the Governors to maintain the school as a home for indigent children of respectable parents rather than as an educational institution.

VII.—That the education given should be practical, not aiming only at university distinction for a few, but calculated to prepare the whole body of the children for their future duties in life.

VIII.—That for this and all other European and Eurasian schools the calendar year should be adopted as the school year.

The Lucknow Martiniére.—The Lucknow and Calcutta Martiniéres do not stand in the same position as regards the class of children who should benefit by their endowments.

In Calcutta the Benevolent Institution and the Free Schools provide for the education of the children of the very lowest classes. But in Northern India the Lucknow Martiniére stands alone, while the field from which the children should be drawn to it is immensely wide. It comprises the North-West Provinces, the Punjab, Central India, even the northernmost provinces of Bengal; and the events of the last few years have immensely increased the classes which would have a claim on such an institution. General Martin seems to have contemplated not only that the children admitted into his schools should be educated, but that they should also be started in life. This may be most advantageously done for those children who have been deprived of their natural guardians. On both these grounds then—the want of free schools in Northern India, and the provisions of General Martin's will—I would suggest that 100 boys should be received as boarders free of all charge, a preference being given to orphans, and a 100 more at fees ranging between Rs. 6 and 20,

varying according to each individual case and averaging Rs. 10 a head; that as many day scholars as should present themselves from the Town of Lucknow should be admitted free of all charge, even conveyances and a midday meal being supplied to them from the funds of the school.

The original order of establishment did not, probably through inadvertence, make any provision for girls. A few years ago a small sum was set aside for the formation of a girls' school, but the present building is small and has little available accommodation, and the character of the education given is not the best. I should like to see accommodation provided for 150 or 200 girls, and according to the will they are as much entitled to the charity as are boys. Houses, municipal property, are available at Lucknow. Their original location, the Moti Mahal, might be returned to. If it were necessary that the number of girls should equal the boys, a small part of the capital funds might be well expended in erecting fresh accommodation.

The income of the boys' and girls' schools would be, if all the funds were shown in one account, as follows :—

	Rs.
Interest of endowments, &c.	91,350
Fees for 100 in boys' school	12,000
„ 100 in girls' „	12,000
TOTAL ...	1,15,350

In this table I have not followed the present rate of monthly drafts according to the orders of the High Court. On the other hand I have taken credit for various sums which (paragraphs 22 and 33, items 5 and 6) should be distributed from the Martiniére institutions. It would simplify the accounts if the Martiniére budget was credited with the yearly interest arising from all the funds, and at the same time endowment debited with their obligations. The budget would be thus represented :—

DETAIL OF RECEIPTS.

		Rs.
1.	Martiniére College	80,000
2.	Female „	5,200
3.	Repairs of Begums' tombs	200
4.	For the charity	3,200
5.	For the distributor of the charity	466
6.	Native Doctors' pensions	424
7.	Other pensions	1,860
	TOTAL ...	91,350

EXPENDITURE.

These 200 boys should be educated and maintained at Rs. 20 per mensem, or	48,000
A similar sum for girls	48,000
The charity and other obligatory payments would require about	5,500
TOTAL ..	1,01,500

After making complete arrangements for the girls' school—100 free scholars, 100 boarder: foundationers—there would still be a surplus of Rs. 13,850. I have, however, made no allowance for a native school.

It has been explained in paragraph (16) how it happens that, while no such department was opened at Calcutta, a native Martiniére exists to the present day at Lucknow. I doubt much whether even here it is wanted. It certainly

holds a quite secondary position to Canning College. As a branch of the Martiniére it is an incubus. It derives no advantage whatever from its supervision by the college; it takes up valuable time; it entails additional allowances; and it has caused the transfer of a master who was doing well with the European boys to a native school, where he is out of place and at the same time is highly paid. If the Oudh Administration would wish to preserve the Martiniére grant, there could be no great objection, but the existence of a native school as a separate institution should, I think, cease. It might become a feeder to, or a lower school in, the Canning College. If it is required, the available balance would be reduced by Rs. 5,000. I have purposely left a considerable surplus, as some of the present unnecessary charges must continue for some years. The medical charges and trustees' clerk's pay would naturally be continued to present incumbents. In making these recommendations and fixing the probable rate of expenditure, I have assumed that the school arrangements will be thoroughly recast. The committees that have sat of late years have always proceeded on the basis of existing establishments; compromises have had their usual effect, and other causes have conspired against a complete re-organization. The rate of expenditure that seems suitable can only be introduced when the Governors have agreed to change the name (that of college should be abolished) and character of the institution to carry out Mr. Davies' recommendations and give special attention to the requirements of the many, and only then by their steadily adhering to a fixed rate. My suggestions involve great changes, but they are based on the experience of many schools and are feasible.

It is hardly to be expected in these days, when every official's hands are fairly full, that the thorough supervision which it was contemplated the committee should bestow on this institution should continue. There is one reason which I am bound prominently to notice, which has, I think, had a tendency to diminish their efficiency. I allude to the control which the Trustee has exercised over their acts. This control has certainly had the effect of lessening the interest which the local committee might otherwise feel in so important an educational institution.

The Trustee was appointed because the school was at that time situated in foreign* territory. Yet he is not the final authority. If it seems good to him to sanction additional expenditure, he has to move the High Court through the Government Solicitor and Advocate General. This all takes time, and is probably one of the chief reasons for the delay which characterises everything connected with the Lucknow Martiniére. The proper person now-a-days to exercise the trusteeship or patronship of the Martiniére would be the Chief Commissioner of Oudh. As in Calcutta, so here I would suggest that when the establishment has been remodelled, and its future character settled, the administration should be vested in the Head Master. The duty of the Governors or local committee would be to regulate admissions, to visit the institution, to check extra educational tendencies in the Head Master, to sanction the budget expenditure, and to pass the accounts of the expired year. In 1855 Dr. Mouat recommended the entire abolition of the local committee; but as a supervising body, and constituted much as they now are, I think their services likely to be eminently useful. They should not attempt details, or tie, as they practically now do, the Head Master's hands.

* See Lord Brougham's judgment, final paragraph.

I have pointed out (paragraph 57) that his power is as a member of the committee, and not as Head Master; and I have advanced an opinion that as a committee-man his powers are mischievous. And if the charity is more widely thrown open, his retention on the committee will be still more open to exception.

My objection to the junction is based on other grounds than those laid before the Committee of Investigation of 1866. As an educational officer, a Principal or Head Master must have a bias in favor of fairly educated boys.

But the objects of this charity is rather to assist those who have had no advantages, and to put in the way of obtaining an honest livelihood those who, but for it, would remain untaught. It is on this account I would confine the power of admission to a committee composed of officers of standing in the Oudh commission. I think it would be necessary to appoint an independent officer as Secretary, and I can conceive no officer more suited to the post than the Assistant Commissioner or Extra Assistant Commissioner, being a European, who naturally fills the post of Secretary to the District Educational Committee. This officer's duties would rather be that of a supervisor or auditor. The Secretary's office in the institution itself would be like every other department directly under the Head Master, but it should be called on to prepare any information or returns in the way the Secretary required. The Secretary's chief duties would be to control expenditure, to see that the rules laid down for education were not infringed, and to prepare and circulate admission registers. I have pointed out (paragraph 45) how the Head Master's office may be effectually strengthened without any additional expenditure. There is nothing in the Will which need prevent the utilisation of the Superintendent of the Estate. In the same way specific duties should be imposed on, and good work required from, the darogahs. All the out-duties of conservancy, of rent-collecting, of keeping cultivators' accounts, &c., should be done by them, and they should be made subordinate to the Head Master. It seems unnecessary to pay a European medical man for the Martiniére; the Civil Surgeon might well be the medical adviser, but the real duties would as now be performed by the native doctor. The doctor's pay of Rs. 150 per mensem would be a clear gain.

If the Trustee saw fit to resign his duties to the Chief Commissioner, a further saving would be effected in the pay (Rs. 300 per mensem) of the Trustee's clerk. The present gentleman has proved a faithful recorder of the college history, but he is entirely dependent on the local committee and college authorities for information and facts. It seems anomalous that so important a public officer as the First Assistant Superintendent in the Office of the Home Secretary should have time with his public duties to earn so large a salary as Rs. 300 per mensem.

Founded as the La Martiniére was at a time previous to the creation of the Educational Department, when schools for neither natives nor Europeans existed, it is not to be wondered at that all classes were invited to enter, Hindu and Mussulman, boarder as well as day scholar.

Now, however, the presence of a number of boys belonging to the class that resorts to Bishop Cotton's School has decidedly a bad effect; it causes an education to be given higher than would otherwise be necessary. Receiving the same class of pupils, the school attempts to vie with other schools in passing pupils for the University and Roorkee examinations. Increased expenditure on masters follows. To me it seems that if there ever was a time that the Lucknow Martiniére needed a college department, that time has passed. There are plenty of other schools now to do this work. What is wanted is an upper and lower school. The former should be confined to those few boys whose acquirements and natural abilities are such as to repay development; and even the upper school should not attempt to do more than pass boys for the University Entrance Examination. It will seldom happen that lads admissible to this school would require more. But if they did, they should be sent with scholarships to Bishop Cotton's, Simla, or where there was most room and where a high education could be obtained. Great care should be taken in the selection of a master for the lower school. Entirely subordinate to the Head Master, he should be the second officer in the place, and should be much trusted. His subordinates would be chiefly pupil teachers, and perhaps even women for the infant classes. The weak point in the school administration is often the masters of the lower classes. The result is, many years are wasted, and boys are eventually sent up improperly grounded. But if as much care was taken in the selection of a master for the lower as for the upper school, the results would be very different. An University man is not wanted. What

is needed is a man with capacity for teaching and some experience in it. A man of the class from which national school masters are drawn can be obtained without any great expense. In the same way, if the boys admitted are really of the class General Martin wished to benefit, there would be no difficulty in training up pupil teachers. The lower school should, I think, keep lads who have shown no mental promise to the end of their course. The education should be what is commonly known as a commercial education. The scheme followed at George Heriot's Hospital, Edinburgh, seems to me to give useful hints :—

"The 180 boys in the hospital are divided into six classes, called "sections." In the first (lowest) and second sections only English subjects are learnt. Latin is begun in the third section, and Greek in the fifth section. Marks are given for all the lessons during a session, and those who obtain the greatest numbers of marks are promoted. If at the age of 12 a boy has obtained a fair place in the school, but appears so deficient in English instruction as to render it undesirable that he should spend any more of his time in classical studies, the house governor and masters take his case into consideration. A circular is at the same time forwarded to such boys' guardians for the purpose of ascertaining from them if they have fixed upon any particular profession or trade for their boys, and the replies received are taken into consideration in connection with the boys apparent abilities. A certain number are then separated altogether from classical studies, to be henceforth, during the remainder of their course, engaged in English and commercial duties alone."

If any such separation should be adopted, I think it would be found better in the Martiniére to keep those boys who are not to pursue classical studies in the lower school. For both schools the curriculum should be authoritatively laid down and be carried out year by year. In no other way can the difficulty about school books be properly met.

For the girls' school I would propose the same general rules as for the boys. The education given to the inmates should be plain, practical and such as would fit them to fill, without discontent, the position they may be expected to hold, as the wives of clerks or others on small salaries. The great thing to be guarded against is the growth of a false refinement.

Among the Martiniere papers laid before me is an application dated 19th June 1872 for sanction to expenditure as per margin. On this subject I would say that, while no fresh buildings should be now commenced, repairs and perhaps furniture are necessary and should be procured. That the existing arrangement under which building operations are carried on is unsatisfactory is shown by an estimate being submitted for reroofing a bungalow only recently erected. Built for four masters, it is said that as it now stands but two can find quarters there. Masters should, as much as possible, be located away from the main building. The school rooms adjoining the chapel, now improperly added to the Head Master's quarters, should be returned to the use of the school, and, with the adjoining space, be utilised for a library and day-room. It cannot be too distinctly laid down that the requirements of the school must be studied rather than the convenience of masters.

	Rs.
Pucca roof to bungalow in park for the accommodation to masters	1,500
Dormitory accommodation and furniture	814
Class rooms (two) and furniture, &c.	504
Chapel addition and benches, &c.	280
Dining room additional furniture	282
Sundry furniture	60
Finishing well to large bath	200
Thatched passage	100
Library and day-room fittings, alterations, and furniture	1,000
Gymnasium with fittings and apparatus	633
Rs.	5,373

Proposals regarding a pension scheme have also been received. In Calcutta the Governors have of themselves set aside a monthly sum for providing a pension of £250 for the Head Master. The late Archdeacon gave the calculations, but it seems to have been informally settled, and there is nothing to show whether this monthly payment will always be requisite, or whether the subscriptions of a few years will provide a sufficient sum. This question of pensions, it seems to me, should be treated as a whole. It would never answer for an isolated establishment to give its employés pensions. It has been (paragraph 78) pointed out that promotion is already too stagnant at the Martiniére, and to hold out inducements for masters to remain on would hardly be wise. It is certainly

Pensions.

desirable that changes should be possible. The Secretary of State declined to give pensions to head masters of Bishop Cotton's Schools. But a similar question is, I understand, before the Government sent up by "Bengal." Mr. Peile submitted a scheme from "Bombay," which would enable an interchange of officers between the Educational Department and Native States. This is what is wanted for European schools. Let the masters be obtainable from the Educational Department, but allow no measures that would prevent the removal of inefficient officers.

These suggestions may be briefly recapitulated—

I.—That the annual budget should include all the Martin charities at Lucknow.

II.—The transference of the management from the Trustee in Calcutta to the Chief Commissioner in Lucknow, the custody of the funds remaining as now with the High Court in Calcutta.

III.—The Martiniére should become a portion of the educational system of the country.

IV.—That it should be made a great cheap school or asylum for poor children, orphans having the preference.

V.—That the admission of each* class of orphans, of children with one or more parents living, should be on the merits of each case, and without any reference to the educational attainments of the candidate. Other things being equal, a child entirely neglected would have better claim to admission than one well taught.

VI.—A wide expansion should be given to the Female Martiniére, as authorised by the will and necessitated by the wants of the country.

VII.—The abolition of the college department and the creation of an upper and lower school.

VIII.—The abolition of the native school, or its transfer to the Educational Department.

IX.—The duties of the Committee should be clearly defined, and the powers of the Head Master enlarged.

X.—The appointment of an official as Secretary.

XI.—That it should be adopted as a principle that the year's income should be expended within the year. The investment of surplus funds in Government paper should only be allowed to provide for quatrennial repairs.

XII.—Surplus income would be well expended in the establishment of scholarships, of an apprentice† home, of marriage portions or donations to well conducted girls.

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* I have not entered on the question of the claims of soldiers' children. Military men may think that, in a school founded by a soldier, there should be a certain number of admissions for the army. But the Lawrence Asylums are exclusively open to soldiers' children. It will probably be sufficient to treat military and civil applicants on the same footing.

† Bombay Report, paragraph 254.

BENGAL.

ST. PAUL'S SCHOOL, DARJEELING.

I.

260. The future of this school must depend on the opening of the railway. If, with its many advantages, it does not, when the communications between Calcutta and Darjeeling are completed, attract a sufficient number of boys to make it entirely self-supporting, the question would arise whether or not it should be continued. The only present change that seems desirable is to substitute a local Committee in place of the distant and self-constituted Committee in Calcutta. A local Committee could check expenditure, and could authoritatively settle if so expensive a staff of masters and servants is necessary.

The questions of how the examinations should be conducted, to whom the school should be subordinate, the duration of the holidays, and other matters, will be referred to in the treatment of the general question.

THE DOVETON, CALCUTTA.

IV AND V.

261. The chief feature of this school is its being the property of a so-called society. The original rules by which membership was obtained by monthly payments seems to have fallen into disuse, but the structure and habits of the society continue. And the consequence is that any parent, although not a member of the society, can vote on money questions, *i. e.*, practically can influence any important point. The decrease of the popularity of this school, as well as the serious reduction of its funded property, show that the present organization is defective. The Committee is too large. There are too many meetings, too much interference with the details of the management. Meetings are constantly adjourned, and such questions perhaps come before a fresh set of members.

Although a few masters have remained for some years at the Doveton, the tendency is for all imported masters to leave it as soon as they can. And the masters who are likely to continue at a school managed as this is are probably not the stamp of men, however devoted to the institution they may be, best able to raise a fallen institution. At times it would seem that masters were imported without any consideration. Then a long period elapses, and the school continues under indigenous talent.

A great deal of money is spent on printing; and yet the reports are not very useful. I am told that the selection of books for the year's use sometimes depends on the stock the Calcutta tradesmen may have in hand. This is not satisfactory.

All these boarding and financial arrangements must be very troublesome, and one can quite understand how it has been found advisable to provide a separate officer to undertake them. Funds did not, however, suffice to carry this out in its entirety. And there is still much room for the exercise of a controlling power, as the average boarding expenditure per head is high.

THE ROMAN CATHOLIC INSTITUTIONS.

VI.

262. The system on which the Roman Catholic institutions in Calcutta are formed is excellent.

They are well founded and enjoy a high reputation. It is difficult, however, to understand on what principle Government assists them. Three apparent-

ly are aided, eight are not. The latter are consequently apart from the Educational Department, are neither inspected or examined as the aided schools are liable to be. St. Xavier's College sends in a yearly report to the Educational Department, but this is not expected from the schools. The question of the inspection of Roman Catholic schools by the officers of the Educational Department was referred to in the Bengal Government No. 3251, dated 1st July 1868. But the cases of the military and civil orphanages was there treated together. I believe the best way of combining supervision and grants-in-aid is by the adoption of the payment-by-results system. But this subject is more fully referred to in the North-Western Provinces section.

CALCUTTA BOYS' SCHOOL.

IX.

263. By an extension of an existing day school, it was intended to provide a plain education for a wider circle than was originally benefited.

The school is now entirely in the hands of the Chaplain of St. James' Church and the Head Master, and the latter states he is endeavouring to raise the education imparted at the school. He takes credit for having raised it from the middle to the higher grade of schools. Apparently there is no check on him.

The Educational Department, when they examine, take his standards and have no power of interference. The public have ceased to interest themselves. Reports are not published, and there is no rendition of accounts.

CALCUTTA GIRLS' SCHOOL.

X.

264. This school has enjoyed the services of a Committee from its formation, and in this respect differs from its sister institution just referred to. It has, however, been less successful than its unsupervised neighbour. With difficulty the school has been kept together. Working under the ministers of several denominations, it has been a favourite with none, and the Church of England party are now trying to supplant it with a school founded in memory of Archdeacon Pratt. There is not room for the two schools.

EUROPEAN FEMALE ORPHAN ASYLUM.

265. This institution, originally designed for military children, has long been thrown open to all classes. But the Managers are most particular in refusing to receive children with the slightest tinge of black blood, or who are illegitimate, or those whose parents are not living strictly moral lives. A private institution can of course make its own rules, but I am of opinion that a school which receives so much State aid as this does is not entitled to draw so strict a line. From the Military Department the Asylum draws Rs. 4,800 per annum, and as an educational institution from the Bengal Government it receives Rs. 2,400, *i. e.*, 40 per cent. of its income. The Asylum professes to produce nurses, lady's maids, and girls generally of an industrial turn. But it is almost impossible in an Asylum to give girls the opportunity of learning what they will be required to practise in a lady's house. The girls as a rule are exceedingly well brought up and are well educated. Many of them could well fill the position of a nursery governess. But their education and maintenance are expensive. Although owning a house of their own, their monthly average expenses calculated over three years is Rs. 26 per head. And for girls of this class this is exceedingly high. I would suggest that the grant in the Military Department be now withdrawn. The Lawrence Asylum at Sunawur will in future be able to receive all Protestant military children. And provided this

school abolished its restrictive rules and received all European girls (bringing them up as now to a life of industry, but at a much lower rate), Government aid might be given in the form of a yearly payment equivalent to receipts from subscription, &c. The minimum grant might be an aggregate of the present payment or Rs. 7,200. This school is such a favourite in Calcutta that money is always to be had, and with such a stimulus sums sufficiently large to receive as many girls as the building could hold would be easily raised. Theoretically the institution should be in the hills, but in that case Calcutta money would not be forthcoming, and outlets for the girls would be less easily obtained.

THE FREE SCHOOL.

266. The funds of this school are raised chiefly from rents and interest of endowments. The Government gives Rs. 10,732 a year besides the rent which it pays for premises occupied. This sum about equals the aggregate of subscriptions, donations, and miscellaneous receipts, and should (if the mode of estimating the Government donations be altered) be taken as the minimum Government allowance, the amount varying according to the total of yearly subscriptions. The Free School is of a class which peculiarly requires such encouragement. It makes an effort to teach industrial occupations, and it does not carry its educational studies to such an extent as do some schools of no greater pretensions. But I think that it should be distinctly laid down that it is not preparatory to the University; that it did not profess to give more than a commercial education. Only those boys selected for pupil teachers should be permitted to carry on their studies to the Entrance Examination. Greater attention should be paid to the industrial occupations. And greater advantage should be taken of the apprentice fund. Difficulty is said to have been found in properly expending the yearly interest of this fund. And at the same time the absence of any information on the trades boys leaving enter on would seem to imply that great attention was not given to the subject. And this when there are Government offices in Calcutta, who would gladly recruit their press staff from Eurasian lads brought up to the work. The great want felt at the Government presses is for readers. In his report for 1869, Mr. Dozey, himself a Free School boy at the time that printing was practically taught, mentions that "for the want of a preliminary professional training our staff of readers will always be inefficient." And he proceeds to propose that schools of printing should be formed at the asylums and large central schools. The Free School has peculiar advantages. It already possesses work-rooms and stock. Probably old type from Government offices might often be obtained for little or nothing.

If half the day was really spent in the workshops, and the selected pupil teachers only were allowed to prosecute their studies beyond the limit of a good commercial school, practical knowledge in printing and other industries might be obtained. And its apprentice fund would allow of the institution of a home for* boys who were too young to be thrown uncontrolled on the world, but whose nightly return to the school premises was undesirable.

A home for girls is of course impracticable. Probably their relations and friends are willing enough to take out marriageable girls who have passed their school days. A separate infant school is wanted to complete the system, but the Committee see their way, if certain proposals made by the Lawrence Military Asylum Commission are accepted by the Government to its establishment.

NORTH-WEST PROVINCES.

THE MUSSOORIE SCHOOL.

267. The above is the official designation of this school, which should be strictly adhered to. Boys sometimes return themselves (and the University

* See page 202.

and Roorkee College accept these returns) under various names for the same institution; this is apt to create confusion.

The education given at the school is, I believe, excellent, and in many ways the school has been a great success. The system which appears defective is the subordination to the Diocesan Board in Calcutta, the general isolation of the school, its independence of the Educational Department, its being altogether in the hands of a young clergyman (fresh from England, who is really independent), the high scale of fees, the practical exclusion of day scholars, the general extravagant rate of expenditure, and the want of method under which the school buildings are being rebuilt.

Briefly my suggestions would amount to attachment of the school to a local Board, complete independence of the master in all details, scholastic and administrative (after the general principles and budgets had been laid down), subjection to the Central Board to the same extent only as other up-country schools, examination by public officers as experience may suggest, either at the end of the year, or simply to qualify for a grant-in-aid by the results-payment system. Rs. 2,000 or 3,000 annually paid by the Government for this school would, I think, be well laid out. If given according to the payment-by-result system, it would ensure the whole school, and not a few boys only, being well taught. At present nothing is known on this point. It may be said that, as the school is now self-supporting, Government aid is not required. To this I would reply that the fees are too high for the majority of parents, and that it is not absolutely necessary that all the income of the school should be expended on it. The original intention was that it should recoup its original cost to the Diocesan Board. But the necessity of renewing dilapidated buildings has put this obligation out of sight. Assuming that the present high fees are retained, that it is found difficult to enforce economical management, and that a committee insist on an expensive scale of rebuilding, it would still be possible to make necessary repairs and improvements and repay the debt. Bishop Cotton's School, Simla, is practically doing this.

Mathew Arnold gives us an example how a paying school assists a less profitable institution in France. He says* " Louis Le Grand clears a profit of more than £3,000. Profits of this kind go to the State, the proprietor of the lycees, and are available for the general expenses of secondary instruction. In this way a prosperous lycee helps to pull a struggling lycee through, but a lycee which brings in plenty of money will always be liberally treated for its own improvements and extensions."

And with such an object in view, a grant-in-aid might well be given. Although not expended on the place where it was earned, it would equally go to educational purposes. In course of time this school might be enlarged, and this should be borne in mind in planning improvements. It will probably, from its position, always be a popular school, but the admission of day scholars should at once be insisted on and at reasonable rates.

268. Similar recommendations, *mutatis mutandis*, will apply to Caineville House. They are sister institutions, and even now the latter follows the example of the Mussoorie School.

THE ROMAN CATHOLIC INSTITUTIONS.

269. The Roman Catholic institutions at Mussoorie receive no assistance from, and are consequently not inspected or examined by, the Educational Department. Rs. 3,000 is granted by the Military Department to St. Fidelis' Orphanage, provided a quarterly inspection is allowed. And besides this, Rs. 10 a head is paid for every fatherless military child whom the Orphanage receives. A lump sum—Rs. 15,000—has been given as an equivalent to subscriptions raised for the building fund through the North-Western Provinces Government. But this is all the assistance, direct or indirect, the Government have given.

* Schools Inquiry Commission Report, page 490.

To me it seems that St. George's College is as much entitled to State aid as any Protestant institution. Doubtless there is difficulty in accurately separating the educational from other expenditure. This might be an excuse for lessening the grant. It is hardly one for altogether refusing State aid. As the same objections would be raised against the adoption of the grant salary system, there is no other resource but to adopt payments by results. Many advantages, it seems to me, will follow. At the same time I would withdraw the grant of Rs. 3,000 in the Military Department. Assistance should be given to the Asylum, but it should come through the North-Western Provinces Government, and it should not be a fixed sum irrespective of circumstances. If Government were to promise to double all *bonâ fide* subscriptions or donations, perhaps too minute and troublesome a scrutiny would follow. As the schools are already divided, and only exceptional boys go from the Orphanage into the College Department, the result-payment system might be adopted without any fear of unduly raising the educational standards. A limited number of standards might be allowed for the Orphanage. Similar alterations should be introduced at the Agra institutions. There, while a grant of Rs. 3,000 is received from the North-Western Provinces Educational Department for St. Peter's College, no allowance is made to either orphanage beyond the head money, Rs. 10, which military orphans, and Rs. 2-8-0, other military children, contribute.

By changes such as these our Roman Catholic brethren would know exactly what they might expect. Undoubtedly they now, especially in the North-Western Provinces, labor under a feeling that they receive rather scant measure. But while pecuniarily aiding them in a way they are unused to, constant inspections by Government officers should be insisted on. Not as they now take place with warning given, and as a matter of courtesy, but as of a right and at irregular intervals. The quarterly visits at Simla are so paid by the Medical Officer. But even there there is no authority to limit admissions. And such a check is much wanted. Overcrowding at the asylums in the plains is more general than it has been in the hills, as the institutions there are newer and are not yet overstocked. But that the tendency is that way will be at once acknowledged by any body who visits the Simla Convent and Orphanage. Already it has been settled to close in the verandahs on either side, thus making four rows of beds. Sanitary officers would at once refuse sanction to such an arrangement in a Protestant institution.

Recent events have called attention to the subject at Agra, and I believe one of the recommendations of the Committee that reported on the late visitation of cholera is to the effect that the visits of sanitary officers should be a matter of course.

The Government can insist on the limitations of admissions to the space available. A certain portion should be allotted to the military children, another to the civil. It has been elsewhere recommended that no Government head money should be given for the former unless admitted through the Standing Committee at the head-quarters of the army. This of itself would much check overcrowding. At present every child for whom Rs. 10 can be claimed is received into the Orphanage.

I hope to see this unlimited admission checked, at the same time that all civil and military children present are permitted to be presented for examination and grant-in-aid on the results system.

While the military inspections would, as now at Simla, be carried on by the military authorities, the Educational Committee of the district would be responsible for the institution generally.

270. No special recommendations for the remaining schools of the North-Western Provinces appear necessary.

I have not sufficient knowledge of the Nynee Tal schools to enable me to speak of them with confidence. Their success or non-success will show on how low a scale of fees schools can be carried on in the hills. Perhaps then should not be allowed to compete with the older hill schools, but I would rather recommend their being placed in a second class. The same remark will apply to the Allahabad High schools. The original standards laid down should be the highest limit. The teaching power in this school is already on too high a scale. Boys of promise should proceed with scholarships to the hill schools or to the Muir colleges. Eurasian boys attend Queen's College at Benares with natives, and the returns given show that the Anglo-Vernacular schools in Bombay send up many British-born children. The more general adoption of this plan will allow the reduction of several high schools to a middle class. At the same time I would suggest that the indiscriminate opening of new schools of a high or even a middle class be discouraged. It seems to me that the aiding a school such as the Benares Academy is only defensible on the ground that it supplies an urgent want. It will be said that if the Government retains power to aid only such schools as in the judgment of the Educational Department are necessary, want of local knowledge or sympathy may crush a rising institution. The only remedy for this would seem to be the adoption of the payments-by-result system. If the Convent at Papamow, Allahabad, the Railway School, Cannington, the Benares Academy, require assistance, let them show that they deserve it.

The Revd. Mr. Sell's flourishing boys' school at Mussoorie has been nowhere referred to, as it is entirely a private establishment.

THE PUNJAB.

271. Bishop Cotton's School, Simla, I believe to be doing an excellent work. It has been peculiarly fortunate in its Head Master. And now that day scholars are admitted, the great drawback to its usefulness has been removed; perhaps its scholarships have not been given to the classes most requiring them. But that is a natural, if not a venial, error. The fault lies with those who left the exhibitions unchecked in the hands of the Governors.

Four-fifths of the exhibitioners, at least, should be from other places than Simla. The homes of our middle classes in India are often changed, and it would perhaps be difficult to introduce any hard line, but I submit that the fact of 11 out of 24 exhibitioners admitted being residents of Simla is not satisfactory.

The terms at this school are a good deal lower than at the Mussoorie School. Still, owing to the economical management that prevails, and the personal attention that the Revd. Mr. Slater pays to all matters of detail, the school is self-supporting and is fast paying off its building debt. The grant-in-aid amounting to about Rs. 4,460 is said to be calculated at Rs. 10 a boy. The amount should, it would seem, be nearly Rs. 8,800 a year. But, as the Head Master says, the grant is as much as can reasonably be expected. Day scholars' and day boarders' fees are, I consider, prohibitory,—in the one case being as high as Rs. 7 and Rs. 10, in the other Rs. 17 and Rs. 20.

There is a good deal of available accommodation; perhaps 50 more boarders might be received: when the building debt is cleared off, it will perhaps be found possible to lower the fees for a still larger number of boys.

PUNJAB GIRLS' SCHOOL.

272. It is difficult to understand why the financial management of this school has been unsuccessful while its neighbour has been well cared for. It certainly had difficulties to contend with, and it had no assured income. The time seems to have come when system and organization should be introduced. Perhaps the best arrangement would be for the accounts to be submitted monthly to the Deputy Commissioner or his Assistant. The Committee should

lay down the scale of expenditure, and the monthly audit should tend to the equalization of expenditure and estimate. The present arrangement of a yearly balance sheet is of course an improvement; but to make the check effectual a monthly inspection of accounts by an official is requisite. And the whole income, as well as obligations, should be reviewed together. Hitherto the debt has been left to the Committee, who have not concerned themselves with the rest of the accounts. A more economic administration is generally required. The four chief schools at Simla and Mussoorie respectively cost :—

	On education.	On boarding.	TOTAL.
Mussoorie School	300	232	532
Bishop Cotton's School	177	205	382
Caineville House	160	200	360
Punjab Girls' School	101	245	346

There is no reason for such great descrepancy.

LAHORE HIGH SCHOOLS.

273. Experience, I think, has shown that a school of the character of the hill schools is not required at Lahore.

Perhaps more boys would attend if the curriculum was less ambitious, the fees lower. Many boarders cannot be expected, and I think it is questionable whether the present move to erect more boarding accommodation is necessary.

PINDEE-CUM-MURREE SCHOOL.

274. The defects in the school are the excessive cost of establishment. This expense is caused by transfers between Murree and Pindee, and the way the boarders are treated, as a private concern of the Lady Superintendent. There are no code of regulations and no general system. Some of the defects are probably not immediately remediable. But the rendition of accounts for boarders, as well as day scholars, should be at once insisted on, and there should be a responsible treasurer who should keep the accounts. No committee meeting had been (November 1871) held since September 1870; and it seemed that the Lady Superintendent was practically irresponsible.

MYSORE SCHOOLS.

275. I offer my suggestions on the Bangalore schools not without diffidence. Having been officially informed that there were no establishments of the class referred to in G. O. No. 438, Home Department, 6th November 1871, but having otherwise learnt of the existence of Bishop Cotton's School, I determined on visiting the station, but, in consequence of the information received, only arranged to remain a Sunday and Monday. When, on arrival, I learnt the true state of the case, I was unable to prolong my stay; and, though I saw all the schools but the Wesleyan Girls' School, I am enabled to give an account of them chiefly through the kindness of the Director of Public Instructions and of their Secretaries.

I mention this, as it may seem presumptuous my writing of schools that I saw but once and that hurriedly.

It seems to me a pity that rival institutions (Bishop Cotton's and St. Andrew's Schools) were assisted by the Government to establish themselves in one cantonment. For, although a large place and with a various and mixed population, there is not room for two popular schools.

The question of amalgamating them has already been agitated, and I think Government influence should be exerted to this effect. One large boys' school

where Bishop Cotton's now stands, and a girls' in St. Andrew's Church compound, would utilise both buildings. I do not enter into the question of the necessity of a public school for girls. There are several private establishments which are popular and well attended. Before carrying out any such amalgamation, it would be absolutely necessary to use means to make the teaching and "living" unsectarian in every way. I doubt if it is so at present. I am also of opinion that the interference which a committee sitting weekly must cause is either useless or positively weakening to the Head Master's (I adopt this term in preference to that of Warden now in use) authority.

It is useless if the committe see only with the Head Master's eyes; it is weakening if they always, as they naturally must, find fault with little things. This interference has caused constant changes among the holders of the office. Now it seems to me the pendulum is likely to swing the other way, and that the Head Master will regulate matters as he desires. This I conceive is the proper course, when once the standard of the school and its religious tone is laid down. A yearly or half-yearly committee for finance and other important subjects would answer all purposes, supplemented by occasional visits from officials of position.

I think it is a pity the Educational Department has held so very much aloof as it has done here. It is true they have only followed the same policy as prevails elsewhere. But with a Director of Public Instruction resident at Bangalore it seems strange the school should have been allowed to drift into disorder.

Of the Roman Catholic institutions, and the St. John's District schools, I desire to speak with the greatest praise. All the arrangements in the latter are admirable. They are economically conducted, and they are in the midst of a large sphere of usefulness.

I am not quite certain that the Bangalore Orphanage was a necessity. It follows Madras precedents that so large a cantonment as Bangalore should have an orphanage of its own, and the names of its supporters and first friends command attention. However, it now exists, and when made useful as a district day school, as at Bellary, it will doubtless benefit a large area.

My objection to it is that these small orphanages, when cared for as they should be, must be expensive; they divert European children from the hill asylums, and their smallness is a fatal objection to their retaining children to any age. As a depôt to a larger institution, either at Madras or at Ootacamund, this orphanage may be very useful.

THE MADRAS SCHOOLS.

276. My time in Madras being fully occupied with the military asylums, I had little leisure for the civil schools. But taken as a whole, it seems to me they are an example to us. The schools are more or less graded: they are on a system and work together. The wants of the poorer classes are cared for. Although under independent committees, the schools are all examined and reported on by the Educational Department. The defects in the system would seem to be the formula which requires European and Eurasian day scholars to pay fees, because such are taken from native children attending Anglo-Vernacular schools. The City Mission School, Allahabad, has half its funds supplied from church collections, which the Government supplement. A similar rule would much benefit parish schools in Madras. At the same time it is a question whether separate parish schools should necessarily be attached to every church in Madras. Amalgamation would probably secure many benefits. I have elsewhere suggested (Lawrence Military Asylum Commission Report) that civil and military boys should be collected in one asylum at Egmore, the girls of both classes, in the same way, occupying the present Female Military Asylum buildings. And if the Gordon Refuge were incorporated, it would serve as an infant branch of the united asylums.

Similarly, it would be advantageous if the various orphanages were in communication, the presidency asylums receiving children over 12 from all affiliated institutions. At present several white children are at the orphanages in the plains, where they were first received, without any attempt being made to obtain admission for them into the hill asylums. The close contiguity of the buildings of small asylums is an ever-present danger so long as children are kept at them till maturity. Further, it is quite impossible that industrial training can ever be effectually carried on at these small institutions. At central asylums several trades may be taught. Various teachers and children of suitable ages can be maintained. Small asylums can be best used as depôts and nurseries. Doubtless, local difficulties will be raised against such an utilisation of them, and for a time, if church choirs fell off, local subscriptions might diminish. In other ways improvements might be effected. Probably, the Committee of the Doveton College would be improved by the addition of some officers of Government; although they have kept their capital intact, their expenditure is large, perhaps unnecessarily so. And the schisms and controversies which have nearly ruined the Calcutta institution are not unknown at Madras.

THE BOMBAY SCHOOLS.

277. Up to a recent period education for European and Eurasian children was to be obtained in Bombay only at the Byculla schools. In the last 15 years other establishments have been set up, and there is now no difficulty in selecting a school.

Without speaking of the Roman Catholic institutions we have schools under the Diocesan Board, the Scottish Educational Society, the Scottish Orphanage Society, and the Bombay Educational Society. The schools of the two former are of the higher, the latter of the lower, class of educational establishments, that is, the children who attend them are of the middle and lower orders. All these schools (for boys) profess to give a high class education: and aim at passing students for the Entrance Examination of the University. And with this object all keep up expensive educational staffs. The following remarks of the Governors of the Byculla Schools are much to the point:—

"The fact is that the circumstances of the school must be fully understood before any decision can be arrived at on this subject; at the present moment there are no boys left in the school wherewith to form a fifth standard class, even if such were desired. The pupil teachers are of course exempt, they being instructed in a class by themselves. It is found that the tastes of the boys of which this school consists lead them to prefer being apprenticed to mechanical trades in the railway or other workshops, to pursuing, their studies under the higher standards with the view of obtaining employment in offices; and, having regard to the class to which the boys belong, it is probable that there is a far better opening for them in such trades than would be the case if they entered life as clerks. The consequence of this state of feeling amongst the boys is that, so soon as they pass under standard IV, their friends remove them from the school; and of those who so passed at the examination recently held, there are none now available to study under standard V. In the event of there, at any time, being any clever boy who wished to serve his full time in the school, and who had passed under standard IV, special arrangements would of course be made."

At the same time it must be noticed that, although the Governors held this opinion, they gave the extra master recommended. The consequence of such treatment is that the Byculla schools, which are of a charitable nature, cost as much as Rs. 25 per child (9 educational and 16 boarding). The incidence at the Scottish Orphanage is about Rs. 7 and Rs.16. It is difficult to point out where economy can be practised, but it certainly strikes me that Rs. 23 or Rs. 25 is too large an average cost for children of the class received at these schools. They are actually costing more per head than the higher class schools. Amalgamation and classification seems the only way to secure economy.

Diocesan High Schools, Boys and Girls } might form one separate boys' and
Scottish High Schools ... ... } one separate girls' school.

The Scottish Society's Fort School as a day school is admirable. The Roman Catholics understand that unity is strength. Their schools are arranged on a system and work one with another. For instance the school classes at St. Xavier's College consist of the two senior classes from St Mary's institution, the junior, of the late St. Xavier's school, transplanted here bodily from Cavel Street. Whether the Poonah high school for boys should continue to educate to the University standard would be a matter for the consideration of the Bombay authorities. As it has been found impossible to maintain a European school at Panchgumy, it might be as well to have a second school of this class in the Bombay Presidency. Even a third, at Kurrachee, might be required. To the selected school in Bombay likely clever boys from the Byculla and Scottish orphanages might be sent with scholarships. But it certainly seems not only advisable, but in the interests of the schools financially necessary, that a lower educational status should be adopted. While the accounts of 1871 show the Scottish Orphanage as spending more than it receives, the Directors of the Byculla schools have long anxiously awaited two events :—

(1.) In August 1872 the Bombay Government established its own central press.

(2.) The long threatened separation of the military and the civil asylums is likely soon to be carried out. And in that case the school finances will, if the present rate of expenditure is kept up, maintain but 115 children. And there is room for 226.

At the present rate of expenditure (Rs. 25 per mensem) a sum of Rs. 67,800, or Rs. 30,000 more than my estimate of the ordinary income, would be required. But I am by no means convinced that expendit[illegible] at that rate is necessary. If it is once authoritatively determined what style [illegible]cation is to be given to the children, and with what intent and purpose [illegible] educated, economical administration might follow.

If the condition and class of boys [illegible] the Directors is borne in mind, there would be no necessity for [illegible]lishments costing over Rs. 9 per child.* One English head in [illegible]ld suffice. And in the same way I believe (though I am not cogni[illegible] Bombay prices really are) that economies could also be introduced [illegible]ding expenses.

Scattered over so large a number of children as is here the case, I decline to believe that the average cost should be as much as it is in smaller institutions. Rs. 20 a head even seems large. But with such an average expenditure Rs. 54,240 would be required.

	* *Educational Establishment*, 1871.		Actually paid. Rs.	A.	P.
1.	Head Master's salary	at Rs. 300	3,600	0	0
2.	Allowance for passed pupil teachers (two years)		1,920	0	0
3.	2nd Master	Rs. 225	2,700	0	0
4.	3rd "	" 150	1,800	0	0
5.	4th "	" 75	175	0	0
6.	Six pupil teachers, each	" 16	1,153	0	0
7.	Head Mistress' salary	" 150	1,800	0	0
8.	Gratuity	...	250	0	0
9.	Allowance for passed pupil teachers (two years)		1,366	0	0
	" to Acting Head Mistress	...	106	0	0
10.	2nd Mistress	" 110	678	0	0
11.	3rd "	" 60	630	0	0
12.	Four pupil teachers, each	" 14	657	0	0
13.	Add Rs. 127 press adjusted bill ...	...	127	0	0
14.	House rent or similar charge (perhaps new buildings or repairs)	...	3,404	0	0
15.	Secretary and establishment, per month Rs. 575	...	6,875	0	0
16.	Books and stationery	...	2,092	0	0
17.	Conveyance for masters, &c.	...	4,170	0	0
18.	Passage money	...	1,360	0	0
			31,904	0	0

And it is possible that if an amalgamation of these schools was effected, a syllabus of studies laid down suitable to the parentage of the children and their prospects in life, and a proportionate scale of expenditure adopted, that the Government would subsidize the school more effectively than it has hitherto done.

It would be reasonable to ask for a grant equivalent to present income, inclusive of the interest of endowments and press proceeds. But if the Government generally accepted the principle of equivalent grant-in-aids, it would not be difficult to settle what sums could, and what could not, claim an equivalent.

The recommendations for Bombay may be thus summarised.

Amalgamate the schools (other than Roman Catholic) so that there should be but one (for boys) in the presidency town, with college classes attached to it send any promising pupils of the recognized Byculla schools who may require some thing better than the industrial or commercial education attainable in the lower class schools. Utilise the existing Scotch Orphanage buildings at Mahim as the infirmary or infant portion of the Byculla schools.

Let the question of Government aid to these schools be reconsidered on the basis of their present grants, the sum to vary with the amount of yearly subscriptions and donations.

Let the present day schools be fostered, and encouragement afforded to the establishment of others where necessary, Government paying half educational expenses, the other half being met from fees or offertories. The higher class schools of all denominations cannot, to my experience, be aided on a better principle than at present.